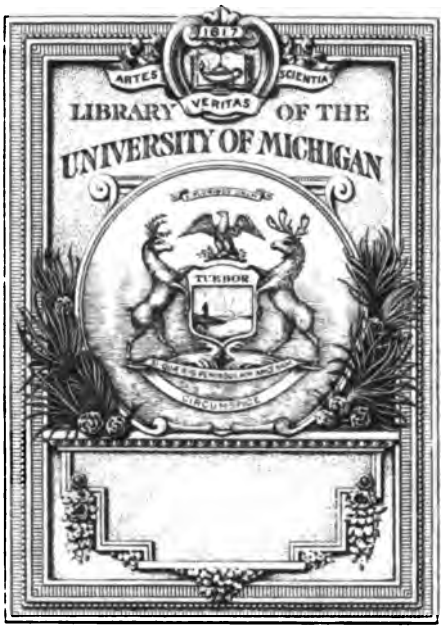

DOCUMENTS

OF THE

ASSEMBLY

OF THE

STATE OF NEW YORK

ONE HUNDRED AND THIRTY-SIXTH SESSION

1913

VOL. XIII.—No. 26—PART 2

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1913

PROCEEDINGS OF THE DEDICATION OF THE NEW YORK STATE EDUCATION BUILDING ALBANY

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October 15, 16, 17, 1912

NEW YORK STATE EDUCATION DEPARTMENT
NINTH ANNUAL REPORT — SUPPLEMENTAL VOLUME
ALBANY 1913

INTRODUCTION

THE dedicatory exercises incident to the formal opening of the New York State Education Building were held Tuesday, Wednesday and Thursday, October 15, 16, 17, 1912. In February 1912 a preliminary announcement was sent out, calling attention to the dates which had been chosen for the dedication. This announcement was an attractive four-page folder having a fine photo-engraving of the Education Building on the first page and the following note on the third page:

> The Regents of the University of the State of New York will on behalf of the State, and particularly of its educational forces, invite the friends of education throughout the United States and in other countries to the dedication of the New York State Education Building, on October 15–16–17, 1912. It is hoped that the educational officials of other states will attend, and that the leading institutions — including libraries and museums as well as universities, colleges and schools — of this and other countries will be represented by delegates. Invitations and programs will be forwarded at the proper time. This preliminary announcement is made in order that the dates shall not be taken for any other important educational function in the country, and also that the public officials of New York and the leaders of education outside of the State may allot their time in October so as to permit of their attendance.
>
> A. S. DRAPER
> *Commissioner of Education*

The program extended to six formal sessions, and also to a reception given on Wednesday evening. Each formal session was devoted to some phase of educational work in which the State Education Department has an especial interest. At the first session the general subject was "Libraries and Museums"; at the second session, "Elementary and Secondary Schools"; at the third session, "Educational Extension and Private Schools"; at the fourth session, "Universities and Professional Schools." The fifth session was devoted to the formal presentation and reception of delegates, who responded briefly with congratulatory remarks in behalf of the institutions they represented. At the last session occurred the dedicatory

The Dedication Invitation

The State of New York

through the

Education Department

invites

to attend the Dedication of the

State Education Building

Tuesday, Wednesday and Thursday,

October Fifteenth, Sixteenth and Seventeenth

Nineteen Hundred Twelve

Albany, New York

Regents of the
University of the State of New York

Whitelaw Reid
Chancellor

St Clair McKelway
Vice Chancellor

Daniel Beach
Pliny T. Sexton
Albert Vander Veer
Chester S. Lord
William Nottingham

Eugene A. Philbin
Lucius N. Littauer
Francis M. Carpenter
Abram I. Elkus
Adelbert Moot

Andrew S. Draper
Commissioner of Education

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FIRST SESSION

FIRST SESSION

Tuesday, October 15th, 3 p. m.

CHANCELLOR WHITELAW REID: I will ask the pastor of the First Presbyterian Church of Albany, the old church which furnished the lead from its windows to make bullets for the soldiers in the Revolutionary War and loaned one of its stoves to warm the patriots who framed the first State Constitution, to open the exercises for the dedication of this new building with prayer.

REVEREND WILLIAM HERMAN HOPKINS: Almighty God our Father, receive us, we beseech Thee, in our thanksgiving for daily benefits and for gifts that are eternal. Receive us, we beseech Thee, in our present praise for the life of this Commonwealth whose years Thou hast crowned with Thy goodness and for these very days of high consummation and hope. Within these walls may men and women, loving God with all the mind, labor devotedly that Thy truth may be more and more shared by the people of the State. From this new house of learning, may Thy light stream, as from a city set on a hill, into all our schoolrooms and may it fall upon the homes and hearts of all our citizens. For the Governor of this Commonwealth, for the Board of Regents, for the Commissioner of Education and all who labor with him, we pray Thy protection, Thy guidance and Thy peace. May our teachers sit at the feet of the Great Teacher, may our students press on to the highest and deepest knowledge, may the Book of Books be honored among us, may the wisdom that cometh down from above rest upon all the people and may the knowledge of the glory of the Lord fill the earth as the waters cover the sea. We pray in love of Him, who is the Way, the Truth and the Life. Amen.

CHANCELLOR'S ADDRESS

CHANCELLOR REID: It is my first duty, and my high privilege, to extend to these college and university presidents, and to this great concourse of men otherwise occupied in education, from all parts of the United States, and from some parts of the Old World, the welcome of the Board of Regents and of the State of New York, whose servants we are. You honor us by your presence, and your

participation dignifies still further a notable event in the notable history of popular education in the most populous state of the Union.

We are asking you to take part in the opening of our new building for the use of those charged with supervision of the educational activities of the State. We are proud that this splendid provision for our work began, or seemed to us to begin, as a sign of the State's satisfaction with the unity of educational effort, through all its borders, which it had at last attained. Its purpose has constantly been to secure efficiency by centralizing and coordinating all its educational work. When the Legislature wisely enacted our new Education Law in 1904, and when the historic Board of Regents was able to seize this opportunity, through the fortunate choice of an accomplished executive officer, to bring the primary and secondary education of the State into cooperation for a single end, with a single spirit, that long-cherished purpose of the State became an achievement.

We are proud that this great public building, inspired and prosecuted in this spirit, comes now at a time and in a way to make it seem as in some sense a return by the generous people of New York for the lamentable destruction last year of our library. The expenditure for it is the largest ever made for such a purpose in this or in any other state. It was undertaken, freely and generously, in 1906, by a Legislature and State administration which appreciated the work we had been doing. It has been completed with rapidity and is turned over to us just at the time when it can best assuage the cruel loss we have suffered.

We are proud that the great structure comes to us absolutely free. There is no debt on it. They issued no bonds for it and anticipated no income. The people of New York have equipped their Board of Regents and Department of Education with these new and greatly enlarged facilities for conducting the business with which they have charged us, close on the heels of our misfortune: and they paid for it as they went along, out of the current revenues of the State. They paid for it completely. For once the cost of a public building of the first class has been kept within the estimates and within the appropriations. This is said to be an era of big prices, and especially the expense of building is said to be far higher than formerly, but this building has cost barely one-fifth of the one opposite. In round numbers, our Education Building has cost the State five millions of dollars,

Rev. William Herman Hopkins

as against the twenty-five millions for the State Capitol. The people now make it ours, and they have planned that no part of this ample space shall be diverted from the one great purpose to which it is devoted, the greatest and most important of all the State's manifold activities, the supervision of the education it provides for its rising generation.

The loss of our library, the largest and most valuable state library in the country, through no fault of our own, was an unexpected and benumbing misfortune. But it was not wholly irreparable. The library was uncommonly rich in manuscripts, the old records of the Dutch Government from Peter Stuyvesant down, the papers of Sir William Johnson, and much relating to the early history of New York. Thanks to the skill and activity of the staff, a part of these at first thought destroyed were saved in a more or less damaged condition.

Where actually burned, manuscripts can not of course be replaced. But most burned books can be: and here again the State has made generous provision for our doing what is possible. Last winter it gave us half a million dollars for the library, and it has pledged in the terms of the law three-quarters of a million more for the same purpose this coming winter. I am here, on behalf of the Board of Regents, to acknowledge most earnestly and heartily this wise liberality, with that sincerest species of gratitude which always involves a lively expectation of further favors to come.

Let me acknowledge also the helpful sympathy from lovers of books and of libraries throughout our own country; and particularly the spontaneous and inspiring readiness of friends abroad to replace old gifts. I should like to speak especially of the important and handsome restorations of this kind from the British Government and also from the British Museum.

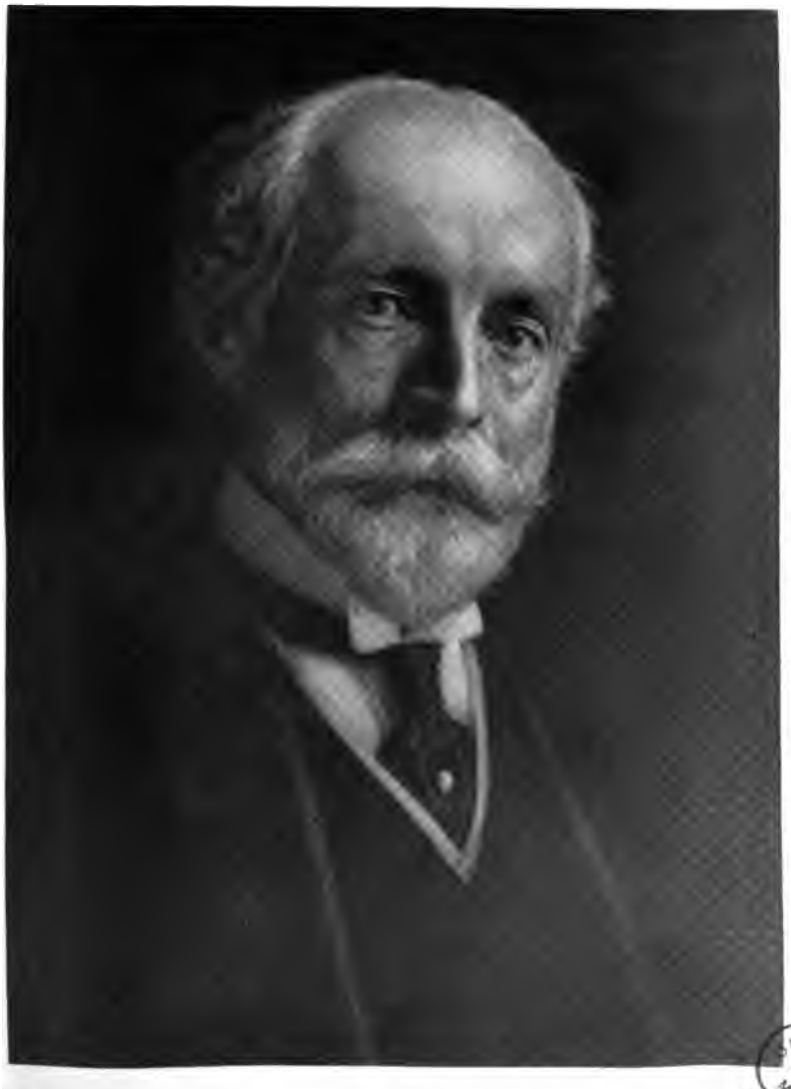
We prize our books beyond everything. But our conception of their uses is not quite that of the dilettante book-lover, who clothes them in priceless bindings, guards them jealously on secluded shelves, and prides himself on their constant good condition. It is rather that of the practical person, who believes that a book — like an educational official, for that matter — is made to be worn out in the public service. We strive to bring our books and our accumulated methods of diffusing the information that is in them directly to all who can use them throughout the homes of the State. Our traveling libraries traverse the

State, almost on call, like our pictures and maps for the schools. There are about fifty thousand volumes devoted to this purpose, and in assorted lots, for general reading or for special studies, they are going in twenty-five or fifty volume libraries, every few weeks to some new community, anywhere in the State, from Montauk Point to Lake Erie. Our indexes and guides to recent legislation on any subject and in any state are always ready for consultation by our legislators and all others interested.

Some years ago a brilliant New York lawyer, in discussing at one of our universities the historic losses of national character, said: "Rome fell, not for lack of skilful architects, or learned lawyers, or trained generals, but because there were no more Romans. The State had lost the art of teaching virtue." There are still Americans, thank God, though the jealous observer sometimes fears that the type is changing. Certainly with the influx of over a million aliens a year, it is vital that this State shall not lose the art of teaching virtue. A similar thought was recently expressed in another form by Lord Rosebery. The business of the university, he said, was to furnish the country with men. About the same time Lord Morley was extolling education, because among other things "an educated man is a man who knows what is evidence," and understands therefore amid the wildest political clamor, "when an assertion is proved, and when it is not proved." And he added that an educated man, to begin with, should have an ardent care for the well-being of his own species and of his own countrymen. The headmaster at Repton, in a recent address at Magdalen College, Oxford, carried the thought farther. He said the aim of education was to enable men and women to understand the world they live in, and assist or resist the tendencies of their time in the light of standards or ideals resting on the widest foundation of knowledge and experience. Thus to resist may often be the highest of patriotic duties. You *must* teach to combine freedom and the play of free intelligence with a stable and powerful government, if your free institutions are to last.

There have been a thousand definitions of the purpose of education. Years ago one was given in this place, to which I still like to recur. The end of free education for each child of the State is primarily, and in the State's interest, to form for each child a character, and so to make a life helpful to the State and worthy of it; but next, and often most pressing, to make a living.

Chancellor Whitelaw Reid



It is essentially democratic, and it is also essential to any successful or permanent democracy. A similar idea of it came lately from a source which may possibly surprise you. An Oxford professor bearing the historic name of Sir Walter Raleigh, said: "The university, like the church, is a democratic institution. That is to say, it opens useful and brilliant careers to those who are neither noble by birth, nor powerful, nor rich. But," he added, "when I speak of a university as the best modern type of a democracy, I do not mean by democracy that strict mechanical equality and similarity of units which some social thinkers seem to desire. A dead level of equality between man and man is not conceivable in live society. A great part of the business of a university is to cultivate differences and distinctions. If there is any place in the world where it is a stupid heresy to say that there shall be no distinction between the skilled and the unskilled, that place is a university. It has its own aristocracy — of talent."

The conception of popular education which is held by those whom the State of New York has entrusted with its educational system centering here, is not quite the conception hitherto most prevalent elsewhere. It is a catholic view — free education for all purposes; first and highest to preserve and improve the old American character, to make good citizens for the Republic, good men and helpful in their several communities; and next, in all cases of need or choice, education to make a living. Accordingly we are trying, on behalf of the State, to provide for teaching everything, from A–B–C to the degree of A. B.

All the educational institutions of the State are, in varying degrees, under the supervision of this one Department. Pupils from the public elementary schools pass direct, on certification, to the public secondary schools. In these also the Department prescribes a course of study. On the satisfactory completion of this, it issues an entrance diploma which is accepted at once by the colleges that crown the public school system in New York, and meets the entrance requirements of most other colleges. The Board selects the examiners who prepare and pass upon the questions for preliminary and academic examinations; and it issues, on the report of special examiners whom it also appoints, the qualifying certificates for law, medicine, pharmacy, and a number of other professional occupations, over the entry to which the State expects it to exercise a supervision. It registers study

clubs throughout the State, and, while they continue efficient, aids them in preparing their programs and in selecting and buying or borrowing from the State the books they need. It issues many educational publications, and through the Science Division sends out frequent circulars, giving the latest results of investigation and experiment in the care of shade and fruit trees, in the identification of flowers and plants, and in dealing with the ravages of insects and pests, to say nothing of its geological and other scientific reports.

Meantime the State's provision of elementary and secondary free schools had been developed to what was thought a well-knit and unified system, when it was suddenly complicated by the new law for vocational schools. This might have been so administered as to damage the old system. Our problem was to make the new and the old fit into each other, each helping the other and neither becoming in any way antagonistic. As it has worked out, the elementary schools give certain instruction in manual, household, decorative and agricultural details, which connect themselves naturally with the standard studies and also with the home life. The vocational courses offered in the secondary schools stand on equal plane with the old, fixed studies. Practically all pupils in such a school must study English for four years, English and American history with civics, algebra and plane geometry, biology and physics; seven-twelfths of the time of each pupil is given to these subjects. The remaining five-twelfths must be given to vocational studies selected as may seem most useful with reference to the pupil's expected pursuits and needs, whether agriculture, manual arts, drawing, domestic science, household decoration, sanitation, or personal hygiene. Then comes either a vocational course in the high school, or a trade school. The latter requires that nine-twelfths of the whole time be spent in specific shop training, and abandons any further instruction in liberal studies. It has smaller classes and its pupils have longer hours, receiving more individual instruction. Then pupils may pass to continuation schools, for either day or evening attendance; and it is earnestly hoped that by amendments to existing law the employment in the trades of anyone between the ages of fourteen and seventeen will be positively forbidden unless the employer binds himself to make the youth attend one of the day continuation schools for at least six hours a week.

All public schools, whether in cities, villages or rural districts,

teach drawing. Three-fourths of the city schools offer courses in manual training, cooking and sewing. One-half of the village schools give courses in sewing, one-third in manual training and cooking. There are forty public industrial and trade schools, with a day enrolment of four thousand and an evening enrolment of three thousand pupils. Twenty-eight village high schools have vocational courses in agriculture, and twenty others give agricultural teaching of a less definite character. There are ten thousand pupils in the evening departments of existing day schools, learning the trade applications of drawing, science and mathematics. These industrial, trade and agricultural schools have been developed in New York within the past four years. Meanwhile the number of such pupils receiving such training has quadrupled. You will agree with me, I hope, in thinking this a great and quick development in a new field; but it is only begun. The next four years will tell a larger story. The State is already said to lead the country in the number of these vocational schools; what we think more important is that we seem to have found a way of grafting this new work upon the old in such a way as to secure a harmonious growth of both in accordance with a new educational ideal.

May I venture to say one word more in behalf of this educational administration. The days of warfare, or even of jealousy, between the elementary schools and the secondary schools, between individual associations and the paramount authorities, between the Regents and the Superintendent of Public Instruction, are gone forever. We have now, and have had for many years, harmony and cooperation in our councils all over the State, and have succeeded in securing an assimilation of efforts by all our educational laborers, from the teacher in the common school to the president of the university.

I have already acknowledged the munificent support we have lately received from the State in our special emergency. But I wonder how generally it is realized by our citizens or even by this audience that the people of this State regularly spend more, and more freely, for their schools than for any other object; three times as much, in fact, as for all other branches of government combined — legislative, judicial, penal, reformatory, charitable, curative, agricultural, defensive, and all the rest. In round numbers the State appropriates eight and one-half millions for its schools — a million more than for any other object. But this

is only a bagatelle. The amounts raised for the same purpose by special local taxation in every school district in the State, swell that sum till the grand total rises to the magnificent figure of seventy-seven millions. If the Empire State is called to deal imperially with any subject coming under its care, it certainly should be with the training of the rising generation. I hope you all, and particularly our foreign guests and critics, may see reason to think that in the discharge of this duty, New York has not fallen below that high vocation. We hope too you may be convinced that it stands in the front rank not merely in these colossal expenditures, but in their results. If anywhere we are found behind, it will be a favor to this Board and to the Commissioner of Education if you will point it out. We promise you our speediest and best efforts to catch up, and we thank you in advance for any helpful hints in that direction.

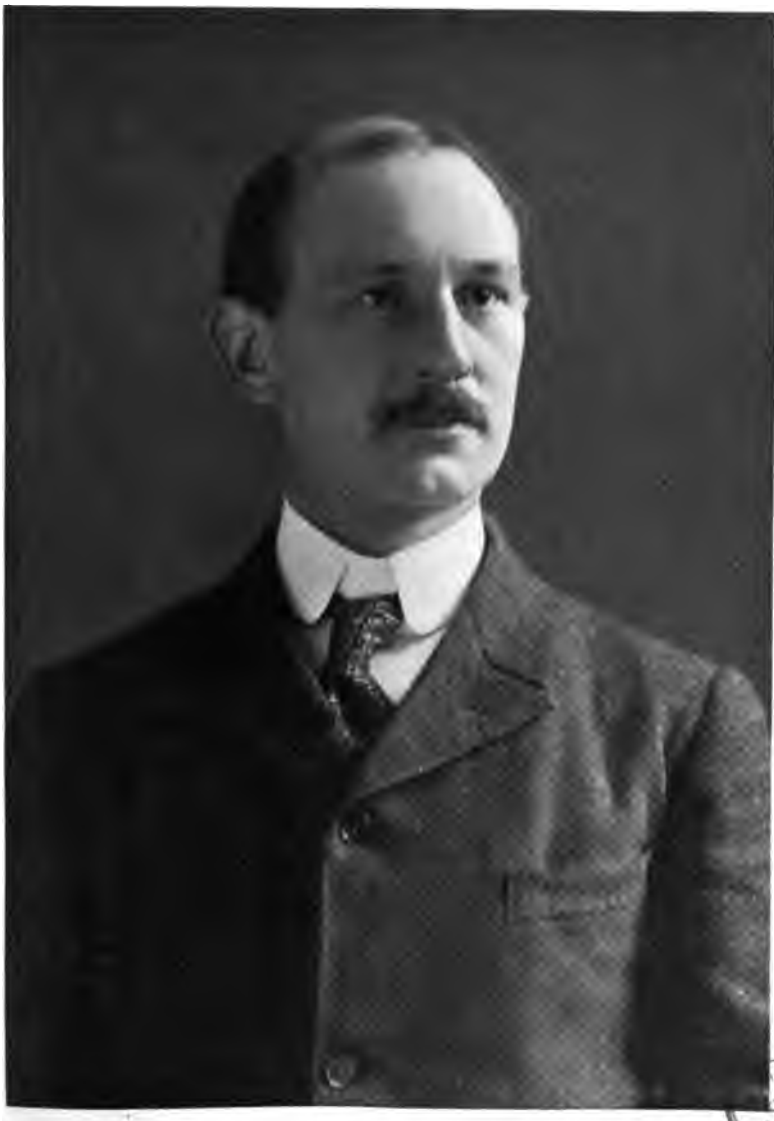
We know perfectly that the great community we serve still suffers from many ills. For all of them our one remedy is light, and again light, and to the end more and more light. And we seek to spread this light in the spirit of John Ruskin, to make our young people "not only *do* the right things, but *enjoy* the right things; not merely industrious, but to love industry; not merely learned, but to love knowledge; not merely pure, but to love purity; not merely just, but to hunger and thirst after justice."

CHANCELLOR REID: As the first contribution on our program I shall call on a gentleman who has done us the honor to come to our assistance on this occasion from Yale University. I will ask you to listen and I am sure you will benefit by listening to Dr John Christopher Schwab, librarian of Yale University, who will speak on the subject, "The Library in its Relation to Education and Social Service."

THE LIBRARY IN ITS RELATION TO EDUCATION AND SOCIAL SERVICE

JOHN CHRISTOPHER SCHWAB: The dedication of a costly building to the purposes of popular education and social service emphasizes both the materialistic and the idealistic considerations of the age. On the one hand we point with pride to the material advances which have made a noble building possible, the skill and taste that have planned and carried it out, the power and the resources of a Commonwealth that have been

Dr John Christopher Schwab



readily forthcoming to further this end. On the other hand we feel the inspiration of the ideal it represents. We see in it the embodiment of a noble desire to reach out and make common property of those finest elements of life, which is the keynote of every institution of learning in its effort to lift men from the world of matter to the world of spirit.

These material and ideal considerations have always gone and will always go together. Material prosperity should be the foundation, not the destruction of intellectual progress. The cultivation of the arts and sciences should be fostered, not blighted, by the accumulation of wealth. If in reality it had been otherwise in the course of history, the richest and most advanced countries would long since have been sunk in barbarism.

It has been the fashion to decry material prosperity as the bane of progress in the realm of the mind and spirit. The doctrine of the "simple life" has been misapplied, and much weight has been given to the parable of the ideal college: Mark Hopkins and a student at the other end of a log. Without discussing the philosophy of the one or the exegesis of the other, it may be reasonable to point out that food to be wholesome must be attractive, and that the mythical student was doubtless supplied with a notebook and a pencil, the embryo of a library and all the other educational paraphernalia now thought necessary and helpful. One of the elements of progress in the educational world has been along the line of the consolidation of our educational material and of the perfection of our technical apparatus from the blackboard to the stereopticon, from the antiquated and tear-stained spelling book to the attractive shelf of books for collateral reading.

I am inclined to maintain that material wealth has been one of the greatest factors in advancing the intellectual status of the race. History points to Venice as an insignificant fishing village till enriched by the trade of the Middle Ages, when it became one of the world's centers of art and science. Paris became one of the world's literary and artistic hubs when it had accumulated wealth as an industrial and political center of Europe. I should not be rash enough to claim that imposing accumulation of wealth invariably and necessarily created great centers of intellectual life. I could still champion the cause of the country college, though in this country the publishing of books has slowly

moved from the small towns to the metropolis at the mouth of the Hudson river.

A survey of the world's history and a review of the great influences that have made for vital progress point to great architectural remains as monuments of the aspirations and achievements, material as well as spiritual, of the particular race and epoch. The crumbling Acropolis of Athens, its parts still unrivaled models for succeeding architects, recalls not only the enormous material wealth of that community, but also the lofty ideals of Greek civilization; the ruined Forum stands not only for that reservoir of gold to which all the world contributed, but also for the perfection of political organization which we still owe to Rome; the Gothic cathedrals, piously built by the merchants and "trusts" of the Middle Ages, not only typify the early golden harvest of modern industry and trade, but, more fundamentally, record the spiritual and esthetic uplift of our forefathers in their onward progress toward enlightenment.

America has so far done little in devoting a part of its enormous wealth to building such monuments as lasting memorials of its ideals. The Cathedral of Saint John the Divine in New York, the Boston Public Library, here and there a public building of equally significant design, but more often a railway station, a bank, an office building, or a power station will tell future generations of our point of view in emphasizing the various elements of our common life. Of late the library as a thing of beauty and as an educational institution has attracted private generosity and public funds. And for what more appropriate monument to the democratic ideal of knowledge within the reach of all could a great commonwealth use the public money? Future generations will thankfully remember that the State of New York met the appalling disaster of 1911 with decision, foresight and generosity, and that even before that catastrophe the richest of our commonwealths, the one most abundantly blessed with opportunities for material advancement, did not hesitate to devote its resources to building a temple of beauty which is to serve the fostering of our ideals.

Within this palace, and surrounded by all the tokens of industrial progress and prosperity, one's mind turns back to the beginnings of our country, when the only property of the early settlers was the small stock of household goods laboriously brought with them from the other side. By a slow process of accumulation

of worldly goods during the past few centuries, wealth has been created and buildings like this have been made possible. Step by step with this accumulation has gone an accumulation of knowledge. With the pushing forward of our frontiers has gone a widening of our intellectual and spiritual horizon. At the outset the paucity of capital was a close match to the prevailing paucity of ideas. The term "Colonial" may recall quaint and uncomfortable furniture and the truly simple life, but it also suggests a restricted outlook and a limited sympathy. It is only the imagination of a Washington Irving that can clothe those early days with either picturesqueness or humor. The historic beaver and later the Erie canal, first gradually and then more rapidly, brought wealth to this Commonwealth and with it a growth in mental equipment, a broadening of the intellectual outlook. Otherwise, New York might still be doomed to the simple life of the mountains of North Carolina.

My topic, broadly stated, is this suggested interrelation of the accumulation of wealth and the accumulation of knowledge in our country's history, and their relation to the education of the people in a common devotion to the public good. This twofold accumulation has gone on side by side. Each has been dependent upon the other. A study of that interrelation can not but ennoble the one and vivify the other.

In modern times, and especially in America, the accumulation of wealth is the basic economic fact. From the small beginnings in New England, Virginia, or at the mouth of the Hudson, our people have won from Mother Earth by the toil and ingenuity of three centuries an enormous stock of economic goods that bids fair to make us the richest nation of the world. The meager diet of the colonists has given way to varied and wholesome food. The poorest man today is better clothed and better housed than the leading settlers were. His life is immeasurably richer in material comforts and luxuries. Similarly, the small stock of knowledge of the seventeenth century has grown even more rapidly to dimensions that surpass human comprehension. Compare the few armfuls of books sufficient in the eyes of the pious and wise founders of Yale College to found that institution of learning in 1701, with the vast equipment of this State Library of the twentieth century; compare the mental equipment of the average man or woman schooled in the colonies with the vastly richer outfit, the broader view, the deeper grasp, open to all at

this time. The knowledge of the literal contents of the Bible may have greatly fallen off, but I am bold enough to believe that the inner meaning of the Bible is better understood than ever before. The Mosaic law is no longer accepted as the basis of our political organization, and the mention of "Armageddon" creates a temporary flurry in the interest in Cruden's Concordance, but the precepts of the Gospel have a firmer hold on the hearts and minds of men than they ever had.

Whether we are devoted to the accumulation of wealth or to the accumulation of knowledge, their philosophy, their methods and their problems have much in common, and they are at least moving in the same direction, though at times their paths seem separated by an impenetrable wall. The old-fashioned distinction between the production, the distribution and the consumption of wealth applies equally well to the field of knowledge. In the latter the terms become the advancement of knowledge, the diffusion of knowledge, and the use of knowledge. These, I take it, represent the broad aims of the educational work of this State, as centered in this building.

In the industrial history of the country the chapter on the production of wealth has its peculiar charm: the story of the intense struggle with the rigors of the climate, the geographical obstacles, the lack of implements and men, the subduing of natural forces to human purposes, the self-reliance of the frontiersman, the foresight of the trader, the vision of the engineer — these give our country's history a peculiar touch of romance generally lacking in the history of other countries, or at least hidden in the dim distance of the past. To this day the rewards open to success in these lines of endeavor have drawn the mental activity of Americans overpoweringly in that direction. The factory, the mine, the bank, and industrial enterprise in general, seem at times to be the only agency for developing ingenuity, quickening the brain, stirring the imagination. The good old word "economy" has come to mean getting the biggest material pile with the least effort, or by inversion, making the least effort for the biggest pile, a noble ideal, I grant, but not the noblest. Still, the modern development of the petroleum, the steel and the electrical industries has not only enriched the few, but has made possible some of the greatest achievements of our time. Cheap and safe artificial light has lengthened the day for everybody, and put the treasured records of the world's

thoughts and actions at the disposal of all, as the printing press began to do centuries ago. Modern steel and fireproof construction enables us to house and protect our books in a way for which we must be profoundly thankful.

These are but a few of the many ways in which the cause of learning, the spread of knowledge and popular education, have become debtors to the industrial advances of recent times. Improvement in factory construction has taught us librarians helpful lessons in properly lighting and ventilating our rooms. The photographic camera has been of incomparable value in reproducing to our readers the objects of interest otherwise beyond their reach, and promises to do much more in multiplying the means of widening their horizon. The monopoly of first editions is broken when a cheap facsimile can be found in the nearest library, and when the greatest rarities of the British Museum or the Bibliothèque Nationale are at the disposal of the whole world.

The same ingenuity and devotion can be and is shown in advancing knowledge as in accumulating wealth. The methods in both have much in common. A devotee to either pursuit can learn from the other. An Edison devoting his life to unraveling the mysteries of electricity and applying it to new and useful purposes, and a Pasteur laboriously studying the characteristics of yeast or of vine-diseases, are employing the same methods, and the results of their work have added immeasurably to the comfort and happiness of mankind. The work of both is in the highest sense a social service. That the reward of one should be expressed in terms of money, and of the other, not, is but an incident. As long as the world stands, the greatest contributions to its welfare and advancement will not be rewarded in dollars and cents. Social service can not be commercialized. Our educational institutions from the primary school to the university can not be expected to turn out a marketable commodity. They serve a higher purpose. Such a great institution as this State Library borrows idea and methods from the industrial world, and puts them into effective use in advancing knowledge. What a vista opens before it! The collection and arrangement of the records of yesterday and today for the benefit of present and future citizens, zealous to draw from them guidance and inspiration in their individual and common lives! It is no vain fancy to say that the collection and preservation of all historical material, printed and manuscript, is as important as the conservation

of our natural resources, of which we hear so much nowadays. The returns may be even slower than those from our forests, but they will be quite as sure, and certainly as beneficial in inspiring a genuine civic consciouness and an intelligent knowledge of our past as a help in meeting the social problems of the future. Our coal beds may become exhausted, but the accumulated knowledge and experience and wisdom of the world is a living thing, and can only grow, and must be conserved.

The collection of books, however, like the mere production of wealth, is but a part of my theme. The coal in the mine or at the mouth of the pit is of little value until distributed among its users. Books on their shelf are but so much paper and ink, and the wisdom they contain is nothing, or at least of no vital importance, until distributed or diffused. This process of the distribution of economic wealth and of book-knowledge have again much in common, as exemplified in the modern library and in one of the most modern industrial institutions, the department store. Here, as in a library, you have an enormous aggregation of individual items, each serving its peculiar purpose and appealing to its particular need, the same orderly and attractive arrangement conducive to a proper selection of the desired article. What the window dresser, an artist of growing importance in the industrial world, has contributed to the one field, the modern, especially the American, librarian has contributed to the other by his skill in properly selecting and classifying books.

This audience need not be reminded of the valuable contributions made by the New York State Library in this direction. Mr Melvil Dewey will always be gratefully remembered for his scheme for the classification of books, which has given such an impetus to the orderly, perspicuous and logical arrangement of books, and thereby has simplified the multifarious duties of the librarian and has smoothed the path for seekers after books. But further than this, his scheme of classification has been a great help to scholars in the arrangement of their material. They have learned to apply his methods to their work, which has become overwhelming in every department of knowledge, so confusing in fact that any device aiming to pigeonhole in proper order the innumerable facts in a particular range of knowledge is welcomed by those entrusted with collating, arranging and digesting them, and makes their work so much more effective.

A British statesman has recently expressed his admiration of

The main reading room of the State Library

the American department store as an organization whose methods are to his mind worth copying in the administration of the Imperial navy. The bookkeeping, the prompt and intelligent service, the effective correlation of responsibilities are an object lesson to all combinations of human units for accomplishing a common object. Libraries are more and more adopting these methods of the industrial world. In some directions they have even improved upon them. It was the libraries that first saw the importance of catalogs and records on uniform-sized paper, filed vertically. This device at first seems to be a slight affair, and is still looked at askance by some when broadly applied to all fields. But the professor's initial advice to his students to take their notes, and do their work on one side of a uniform-sized paper, one item or one idea to each piece, has the modern philosophy of effective mentality in it, the value of which soon appears to those who put it into practice. It means the orderly arrangement of discovered facts according to the various criteria to be used, chronologic, geographic, topic or alphabetic. The arrangement of your material adapts itself to the point of view you adopt, and changes accordingly; additions are made in their proper place; corrections are easily inserted; instead of confusion you have a well-planned structure, which means greater ease and rapidity in generalizing results, establishing relations, discovering causes and effects. The application of labor-saving devices to the task of acquiring knowledge deserves the highest commendation, and in this development our large libraries should and do play a prominent part. In fact their methods are being studied and copied by some of the most highly organized industrial enterprises of today. The New York State Library has always been a leader in this development, and in its enlarged home will doubtless continue and extend that wholesome leadership.

But to return to the simile of the department store. One of its leading characteristics that makes it a feature of lasting importance and beneficent influence in a modern community is its effective "teamplay," as may be called the common effort of all from the cash girl to the head of the concern intelligently to serve the public. Each in his way is encouraged and expected to master his sphere of usefulness. It is a highly cooperative enterprise in which each according to his intelligence and training contributes to a common end, that of satisfying the demands

of an infinitely varied clientage. In a library, similar functions are performed by the various members of the staff. The cash girls generally change their sex and become pages, the floor-walker becomes the reference librarian; the delivery service, the order and accession department, the bindery, printery, and the cataloging section have their counterparts in similar divisions of the department store's organization; and much the same skill and accuracy, and sympathetic knowledge of human tastes, idiosyncrasies and weaknesses, only raised to the nth power, are called for.

The Library School of this State, whose twenty-five years of service we are commemorating today, has the proud record of leading the world in effectively training the leaders in the library world of America. I venture to say that no institution has ever made so relatively large a contribution toward uplifting and ennobling a learned profession. Its influence is felt everywhere in the growing importance of libraries throughout the country, and through them in the rising scale of general intelligence. There was a time when any person of good disposition and fair intelligence was thought able to administer a library. Library schools like this one have not only taught us that higher professional standards were essential to make our libraries effective educational tools, but they have supplied the demand for the professionally trained librarian. I suspect that this has been a part of the larger movement to supplant with properly trained school teachers the traditional neighbor's daughter, who in her well-meaning way has so long held that position. Not only has this Library School taught the application of the technical methods of handling books and distributing them among the people; it has quietly and insensibly ennobled the profession of librarian, and has taught the world that we yield to none the dignity and importance of our task of caring for books and making them accessible to the public, and above all of teaching the young and old, the strong and weak, the foreigner and native, to derive pleasure, inspiration, help and comfort from their use. It is this ideal which actuates this great Department of our greatest State. We know that the future will bring still wider opportunities for usefulness. Not only will the physically blind learn to read and be cared for; the small as well as the large libraries throughout the State and the nation will be inspired to a deeper and wider service by the example of this central institution, just as the

smallest country store has felt the influence to a broader usefulness exerted by the metropolitan mail-order houses.

In one particular the production and distribution of wealth differ markedly from the accumulation and dissemination of knowledge. However brilliant the achievements of the industrial world, the onward march has been attended with serious difficulties that have racked our minds and harried our hearts. The pace of modern production has left many by the wayside, exhausted and cast out. In the distribution of the resulting worldly goods many are questioning its social justice. Our present method of dividing the spoils is seriously attacked, and doubtless will be unsatisfactory to most of us till the millennium arrives. In the accumulation and distribution of knowledge, on the other hand, we measurably reach the democratic ideal of an equal opportunity for all. There can be no monopoly of learning in such an educational system as is found in this State; no antitrust law need be invoked against this State Library, as a part of that system. The largest part of our government expenditure, state and local, is willingly devoted to public education in order to insure open access to that fountain of knowledge and a free distribution of its treasured waters.

The economist speaks of the consumption of wealth as distinct from its production and distribution; and it is becoming clearer from year to year that we have neglected that third point of view, and have long lessons to learn as a nation in the effective use of our wealth. Through the bounty of Providence we have so much at our disposal that we have become proverbial spendthrifts, and it may require a preliminary course in the high cost of living, followed by a longer and severer one in the exhaustion of our natural resources, before we can complete our education. At present much progress is being made in the knowledge of effective consumption by a study of diet. The harmful effects of some foods, the wastefulness of others, the need of thorough mastication, the encouragement of the pleasurable sensation in eating, are all topics that find ready listeners. The library carries on the same investigation and urges the same doctrines in the higher field of mental dietetics; and here it finds its most important function. To guide a reader to the proper selection and assimilation of particular books requires even greater skill than that of the body-physician. It calls for powers of mental and social diagnosis, and a sympathy with the client that no

professional school can teach. Even the medical school with the best of clinical facilities can only lay the foundation of future success at the bedside in the mind of the prospective physician. It calls for an attitude, a frame of mind, a disposition, a character to influence others to higher thinking and higher living. The leaders in this modern educational campaign should be found preeminently in our libraries. These form the capstone of our educational system, and should build on the "must" of the schools the "may" of the opportunities of the higher life. The autocratic dictates of the alphabet and the multiplication table *must* be followed. They must be learned by rote. They supply the key to open the democratic gateway to culture, which all *may* enter. With these rudiments at our command we have taken the first arduous step toward a liberal education. The others follow in due course, but are freer and open wider vistas as we ascend.

Efficiency is idolized nowadays. The lessons of scientific management are being painfully learned by all human enterprises from the factory to the church. In all our efforts to combine for common purposes we have much to learn in this line, not only in perfecting the manual processes of our industries in order to reduce physical effort to a minimum, but also in our educational institutions in order to save precious brain power and magnify the effects of skill and personal influence. We look to this State Library to point the way to economizing and correlating effort, creating a loyalty to a cause, stimulating unselfish devotion to ideal ends, and perfecting those human elements which no mechanical device can ever displace.

Transplant the enthusiasm for pure food legislation, the prevailing athletic ardor and interest in perfecting the human body and lengthening human life into the realm of the mind, infuse into the direction of our brain power a tithe of the purposeful, irresistible and untiring effort that so long has pervaded the operation of the industrial world, add the kind of intelligence and devotion that characterizes its leaders to the broader task of adding to the stock of human knowledge and putting it within reach of all, then would the true progress of the twentieth century be in reality the "Twentieth Century Express" as compared with the earlier means of transportation.

In the world's industrial organization we are growing richer both as a whole and as individuals. There are few if any today

who have not more to spend than those in the same station of life had to spend in former times. Or, stated in another way, our hours of work are shorter than were those of our grandfathers, and our time of leisure is greater. Moreover, from the time we have been schooled and fitted for bread-winning to well on in life, our earnings increase. Individually and as a nation we have an increasing amount to spend on our nonmaterial interests, and more time to spend it in. The luxuries of our ancestors have become our necessities; the bicycle, first the toy of a few has become the tool of the many; and the automobile no longer exclusively serves to amuse the rich.

Consider the modern development of advertising, not its simple form when it aims to draw your patronage away from grocer A to grocer B, but in the perfection of its development which raises much of our magazine literature above the level of the commonplace. The artistic and intelligent skill and precious money that go into the modern methods of advertising may seem wasted on vulgarity, but do not miss the deeper significance of this ultramodern economic phenomenon. The ingenuity shown in winning your attention to a particular kind of automobile is aimed at that increasing surplus of money and time accumulating in the hands of the reader. From the display of such articles of luxury to that of the most insignificant and often foolish device, the aim is always the same, namely to win a part of that surplus fund by appealing to your vanity, your dread of pain, your fondness of ease. Modern advertising constitutes a system of universal education, applicable to the illiterate and the learned, to the young and the old, in which the human race is unconsciously trained to choose between the good and the bad, the useless and the useful. The savage prefers a trinket, the civilized man a toothbrush, the ignorant a nostrum, the wise a copy of Wagner's "Simple Life," the vicious a lottery ticket, the intelligent a ticket to the opera. In the educational field, and especially in the library, a similar choice is offered. The shortening of the workday is one of the most gratifying movements of the century, because it offers to all increasing leisure in which the choice lies between mere dissipation in its various descending degrees, and genuine refreshment in its ascending degrees from mere physical relaxation to those delightful pursuits that invigorate the mind and warm the heart. And here the library should enter the field of advertising, borrowing not the blatant and coarse form of

commercial advertising, but its essence, its suggestive ingenuity, its convincing power. Not the billboards, but the useful and happy life of a well-read man; the inspiration of one whose friends and advisers are chiefly the books he reads, will draw people away from grosser interests to that enchanting field. The need of such a counterattraction is peculiarly needed in America, where material interests almost necessarily predominate, and at a time when the flow of foreign population to our shores comes largely from countries and social strata where, whatever their admirable traditions and enviable characteristics, intimacy with books and what they stand for are more or less absent, as compared with the condition of the homes from which our earlier settlers came. No nobler task awaits a great library than that of offering a helping hand to the thousands of newcomers, and especially to their children, either in its own quarters, or through the multitude of small libraries affiliated with it, or through kindred agencies for social betterment, like the churches or settlements. The Italian day laborer and his wife quickly learn to adopt our standards of material living, as soon as they get an economic foothold in this country. Their children must look to schools and libraries to teach them the proper standards of intellectual life which they can and must adopt. Their parents may be able to teach them the proper consumption of material goods, but who is to prescribe the mental diet?

To extend our consumption of material things beyond the healthy limits of a reasonable prosperity means almost certain physical ruin and mental degeneration in the individual as well as in the race. Our consumption of the immaterial goods as represented by the world's wisdom, prophecy and song has no hygienic limits. Mental dyspepsia has not yet found its way into the medical dictionaries. Solomon's choice is still the model for all of us.

The library must face a fierce competition with the growing number of attractions and distractions that aim to preempt our leisure. We are convinced of the righteousness of our cause and firmly believe that the spread of wisdom, occupation with spiritual things, the development of the mind, a knowledge of the leading movements of history and science, a familiarity with the great works of art and literature, an acquaintance with the great characters of fiction, make for the spread of the "Kingdom of God" on this earth. Not even the literalist would restrict the

parable of the talents to the range of material things. The stock of the world's knowledge is the treasure we must all draw from and use for the grand purpose of making the world better by making ourselves the worthier of our high destiny.

We accept the challenge of the material interests and shall borrow their methods in carrying out the program of crowning the American scheme of public education by bringing within the reach of all the means of beautifying and enriching their lives. To this highest social service the New York State Education Building, in which we meet, and the activities and treasures it houses and will house, are dedicated.

CHANCELLOR REID: Many hundreds, not to say thousands, of congratulatory messages have been received by the Commissioner of Education and Board of Regents from all parts of the country and from Europe. I will read one from Berlin:

The University of Berlin extends hearty good wishes for the dedication of the State Education Building of New York.

I am advised also to read this announcement:

Mrs John Alden Dix will be at home at the Executive Mansion on Wednesday afternoon from four to six to all guests of the Education Department. They will please consider this as a formal presentation of the invitation.

I next have the pleasure of introducing to you a New Yorker, the son of New Yorkers of the third generation, at least, if not further back still, who will address you on the subject of "The State Museum and State Progress." He is deservedly considered as high an authority as we can get on that subject. He is president of the American Museum of Natural History and is the research professor of zoology in Columbia University. He is the vertebrate paleontologist of the United States Geological Survey, and those who know the great work that that survey has done will know some degree at least of the credit that is to be awarded to him for his previous work before he took charge of the American Museum of Natural History. I now have the pleasure of presenting to you Dr Henry Fairfield Osborn of New York.

THE STATE MUSEUM AND STATE PROGRESS

HENRY FAIRFIELD OSBORN:

It has been the good fortune of the people of this Commonwealth to have elected those men to preside over its interests who were positively instrumental in promoting science and learning, and who were especially active in

promoting agriculture, and the branches allied thereto. Your own recommendations and influence, touching these great interests, are highly appreciated by the people, as is evident from their united movements in establishing institutions which are designed to bear directly upon those objects, and which are specially designed to place them upon a scientific basis. (Ebenezer Emmons to His Excellency Hamilton Fish, Governor, Albany, December 25, 1851.)[1]

The citizens of New York and their representatives in the Legislature are those especially addressed on this historic occasion rather than the distinguished company of scientific men gathered here for this celebration. While the present is a critical period in the moral and economic welfare of our people, we predict that the twentieth century, which is still in its youth, is destined to reach its maturity with a far more general distribution of human happiness than we witness at the close of the nineteenth century. The unequal distribution of the good things of life is the underlying cause of all present social agitation, and by the good things of life we do not mean riches, but family, health, food, sunshine, pure air, labor, the beauty of nature, the creative works of man. A redistribution will come about, not through politics which seems to produce little except rivalry and bad feeling, nor through socialism which is essentially unnatural, but through the application to human welfare of all of nature's resources, known and still to be discovered. These resources administer to our spiritual, intellectual and moral as well as to our bodily welfare. The great pathway to state progress is knowledge, obedience and unselfish utilization of the happiness which nature puts in our hands.

Our theme today is the part which the museum has exerted and is destined to exert toward this millennium of the twentieth century.

The rise of the museum as a new force in town, city, state and nation is the latest phase of educational evolution. The school, the college, the university, and the library have gone in advance; the museum follows and is winning its own place and influence because it supplies a demand which none of its sister institutions fills. The very fact of this independent development is a proof that the museum is not one of the luxuries of civilization but an essential and vital force in the enlightenment of the people.

[1] Natural History of New York, Part V. Agriculture. New York, Boston, Albany, 1851.

Prof. Henry Fairfield Osborn

Every community, small or large, needs its museum as it needs its schools and its churches. This rise, which is especially remarkable in certain cities of Germany and Austria, throughout England, and above all in the United States during the past quarter century, is largely due to what may be called the new museum idea, namely, that the museum is not a conservative but a progressive educational force, that it has a teaching quality or value peculiar to itself, that the museum succeeds if it teaches, fails partially if it merely amuses or interests people and fails entirely if it simply mystifies. The old museum idea was that of a sanctuary or refuge, a safe deposit vault for curious, rare, or beautiful objects which might be lost or destroyed; the ignorant visitor was tolerated rather than attracted, the curator was a keeper, not a teacher. The new spirit within the natural history museum is the educational spirit, and this is animated by what may be called its ethical sense, its sense of public duty, its realization that the general welfare of the people is the prime reason for its existence, that exploration, research, exhibition and publication should all contribute to this, that to serve a community the museum must reach out to all parts of nature and must master what nature has to show and to teach. The museum will flourish if the high educational service of the state is inscribed over its portal and instilled in the minds of every member of the staff from the highest to the lowest.

What renders this celebration a great one is that the ideal just sketched is largely exemplified in the New York State Museum, in the historic fact that the noble men of science and the wise rulers of our State have long been leaders in one of the great principles of museum development, namely, that the foundation of a state museum is mastery of the natural history of the state itself. In this regard since 1836 New York has been holding the torch for all the other states of the Union. There has already evolved here that intimate union between a natural history survey, pure scientific research, a museum and the public welfare which the most enlightened communities in the civilized world have either attained or are striving to attain.

There remains to be developed by the Education Department through the museum the great work of spreading the beneficent products of this union throughout the public educational institutions of the State, a work with which the honored name of

Albert S. Bickmore will always be associated as pioneer and founder.[1] This celebration is auspicious because it prepares the way anew for this educational function of connecting the museum with the schools. This commodious building renders it possible for the first time in the history of the institution to expand along all the other lines of the new museum spirit, and directly and by extension touch the entire educational system of the State.

Thus we celebrate not the birth but the opportunity for renewed growth of an institution of which all the citizens of the State may well be proud. Like the nautilus, the museum moves into a new and beautiful chamber with its fine heritage, its ideals and its purposes unchanged: the shell is not the vital part, but it is highly favorable to the prolonged and expanding existence of the organism within.

In looking for the causes of the origin of this institution we find they are threefold: first, the natural grandeur and interest of the territory of the State itself as a source of scientific inquiry and inspiration; second, the assemblage of an unusual number of scientific observers of the first order whom New York found among her own sons or attracted to her borders; third, a wise and liberal exercise of the powers of government on the part of the rulers of the State. It follows that our chief concern today should also be threefold, namely, the preservation of this natural beauty as a continual source of inspiration and happiness to posterity, the birth and training of men and women capable and worthy of observing the laws of nature and spreading knowledge of them, the maintenance of standards of government equal to those of Secretary Dix who first outlined the survey, and of Governors Marcy, Seward, Bouck and Fish who promoted it.

As illustrative of the close union between science and good government two ancient episodes in the State's history may be recalled. One is that Samuel Latham Mitchell, the pioneer of natural science in this State, delivered an evening address before the State Legislature, was elected to a seat in the Legislature of 1790, and in 1807 took the first steam-propelled voyage up the

[1] The law providing for courses of free lectures to the teachers and pupils of the common schools of the State was passed in April or May 1884. The first lecture under this grant from the State was given by Professor Albert S. Bickmore of the American Museum on October 18, 1884. The last lecture under State grant was given on March 12, 1904. The work has since been carried on directly by the Department of Education.

Hudson with Fulton. Another is that in 1818, on invitation of Governor Clinton, Amos Eaton, the pioneer geologist of the State, delivered a course of lectures before the Legislature. He inspired Governor Clinton to actual field work in geology and the State Museum now possesses a collection of minerals and fossils made by him in the vacant hours of his gubernatorial duties. He interested many of the leading men of the State in geology and its application to agriculture by means of surveys, thus planting the idea which eventuated in the great work, "Natural History of New York."

Is New York State today seeking among her votaries of science some of her representatives at Albany to counsel her in matters of State welfare? We may not answer the question but may put another: Is the vast free educational system of the State, on which eighty millions of dollars are being expended annually, with a total attendance of one and one-half million pupils, turning out its due proportion of men of science for the future service of the State? Whatever the answers to these questions, it is certainly well even on a jubilee occasion such as this for the members of a great democratic commonwealth like ours, full of confidence and pride in its institutions, dazzled perhaps by stupendous expenditures and vast numbers of students, to pause and consider which direction our social evolution is taking through education and democracy — progressive or retrogressive.

As regards the birth and education of men of science, the honor roll of geology in this State, the product of old educational methods, is a long one. We are impressed with what the State, the nation and more than this, the world owes to the generation born between 1764 and 1860 within our own State borders. Among the pioneers of science in this country were the following: Samuel Latham Mitchell (1764–1831), born in Hempstead, L. I., whose political services have been alluded to above and who published in 1796 "A Report of the Geology and Mineralogy of the Hudson," the first work of its kind in the United States; Stephen van Rensselaer (1765–1839), born in New York City, founder of the Polytechnic of Troy, patron of the first serious geological work in the State; David Hosack (1769–1835), born in New York City, closely associated with De Witt Clinton in the leadership of civic life, promoter of botany and mineralogy, master of John Torrey; Amos Eaton (1776–1842), born at Chatham, turned toward science by Mitchell and Hosack, whose

survey of Albany and Rensselaer counties marked an era in the progress of geology in this country, the master of James Hall; Henry Rowe Schoolcraft (1793–1864), born in Albany county, pioneer explorer of the geology and the mineral wealth beyond the Alleghenies and discoverer of the source of the Mississippi; John Torrey (1796–1873), born in New York City, pupil of Hosack, founder of American botany, master of Asa Gray; Joseph Henry (1799–1878), born in Albany, discoverer of the magneto-electric telegraph, which has put the whole world into communication; William Williams Mather (1804–59), born in Brooklyn, one of the four geologists of the Survey, pioneer geologist of Ohio and Kentucky; James Dwight Dana (1813–95), born in Utica, geologist of the Wilkes Exploring Expedition, the foremost geologist of his time in America; Alexander Winchell (1824–91), born in the Northeast, geologist of Michigan; Othniel Charles Marsh (1831–99), born in Lockport, famous vertebrate paleontologist, one of the leaders in the exploration of the western states; Robert Parr Whitfield (1828–1910), born in New Hartford, invertebrate paleontologist of distinction; Edward Orton (1829–99), born in Delaware county, state geologist of Ohio; John Wesley Powell (1824–1902), born in Mount Morris, explorer of the Grand Cañon, famous ethnologist, director of the United States Geological Survey; Israel Cook Russell (1852–1906), born at Garrettsville, geologist, explorer and eminent writer.

We trust space may be found within the new museum, in bust or tablet, to memorialize the services of these great men as well as of those who, like Hall, came from other states. In this matter the State may well follow France, which leads the world in appreciation of its men of science and erects more statues to its savants and literateurs than to its military leaders.

Among the living natives of the State who have rendered or are rendering distinguished service are Raphael Pumpelly (1837), geologist and explorer; John James Stevenson (1841), geologist of the Wheeler and Pennsylvania Surveys; Grove Karl Gilbert (1843), geologist of two state and two of the national surveys; Charles Doolittle Walcott (1853), leading invertebrate paleontologist and administrator of the United States Geological Survey and of the Smithsonian Institution; last but not least, John Mason Clarke (1857), pupils of James Hall, invertebrate paleontologist, distinguished in geology and paleontology.

From this number the nation has chosen two of the directors of the United States Geological Survey, Powell and Walcott, and two of the secretaries of the Smithsonian Institution, Henry and Walcott.

Our early political governors and men of science found their inspiration in the State itself, in its splendid area equal to that of all New England, in its scenery — including the Palisades, the Hudson, the Catskills, the Adirondacks, the Mohawk, Niagara, the lake and great western plains district — and in its diversity second only to that of California. Beautiful as the surface is with its flora and fauna, its interest, significance and utility have been vastly enhanced for man by the thorough understanding of its natural history and its prehistory, from the birth of the Adirondacks and Highlands to the final sculpturing of the State by the glaciers, with all the grand procession of life from the time of the interior Paleozoic seas to the plants and animals of our day. For all this deeper knowledge we are indebted to the Natural History Survey of the State, begun in 1836 and practically continuing to the present time.

The survey,[1] as established 76 years ago, was by far the most important scientific event in the history of our State and one of the most important in the history of the nation.[2] It attracted five of the most able geologists and naturalists of the country to its service, Lardner Vanuxem (1792–1848) from Pennsylvania, Ebenezer Emmons (1799–1843) from Massachusetts, from our State Mather, the geologist, and Torrey, the botanist, and James Hall (1811–98) from Massachusetts. The survey set a new and high standard not only for the State but for the country; it exemplified the ideal development, side by side, of pure and applied science.

Emmons observed:

> The survey of New York was indebted for its projection and execution to a movement in science — a movement which pervaded the entire thinking community. It was one of those natural results which mark the progress of truth; and itself was an evidence of the progressive intelligence of the human mind.

[1] It was the essay of John A. Dix as Secretary of State (1835) on the Natural Resources of the State that was the efficient final act before legislation was effected, a report prepared at the request of the Legislature with reference to the organization of the Natural History Survey.

[2] See Merrill's "Contributions to the History of American Geology," p. 344.

Hall observed:

The enlightened spirit in which this survey was directed, and the munificence with which it has been sustained, have afforded every means required for its completion. The State of New York, which has hitherto established her claim to the dignity of the Empire State, has now added another wreath to her laurels, in becoming the first in the patronage of science, and in the benefits thereby bestowed on her citizens, as she is first in resources, in commerce and public improvements.[1]

Mather observed:

The State of New York is the first that fully carried out the principle of division of labor in the execution of a survey on the natural history of the State, under the name of a geological survey. By this arrangement each head of a department of the survey has been enabled to devote his whole time and attention to his own specific duties, without having the entire range of natural science to distract his attention. . . . The survey of New York, unlike that of some of the other states, has been uninfluenced by party and political considerations, and the chief magistrates, during its execution, have been actuated by high and ennobling motives.[2]

Merrill observed:

This led to an organization which has left a more lasting impression upon American geology than any that has followed or had preceded it. As fate ordained, the locality was one of the most favorable that could have been selected for working out the fundamental principles of stratigraphic geology; moreover, those appointed to do the work proved equal to the occasion. The New York survey gave to American geology a nomenclature largely its own; it demonstrated above everything else the value of fossils for purposes of correlation, and incidentally it brought into prominence one man, James Hall, who was destined to become America's greatest paleontologist.[3]

What was discovered by the original survey, between 1836 and 1842, fills thirty great volumes, stately and beautiful in form, epoch-making in content. The data in these works and the new series of thirteen "Memoirs of the State Museum," published between 1889 and 1910, are the units out of which, together with our present knowledge, the wonderful geologic history of the State with all its natural mineral wealth and other resources, its botany and zoology, can be written.

An outline of this history may serve the practical man as a brilliant instance of the union between pure and applied science,

[1] Hall, James, "Natural History of New York," Part IV, New York, Boston, Albany, 1843, p. ix.

[2] Mather, William M., "Natural History of New York," Part IV, New York, Boston, Albany, 1843, p. x.

[3] Merrill, George P., "Contributions to the History of American Geology." Rep't U. S. National Mus. for 1904, p. 189-734 (p. 344).

between theory and practice, but more than this it may show the lover of nature the new fascination and glamor which a knowledge of the past lends to the present.

Geology has shown that there are in New York State two great mountain uplifts or granitic sentinels surviving from the very beginning which are still centers of greatest beauty: to the north, as an outpost of the Canadian nucleus of the North American continent, lies the rugged mass of the Adirondacks, to be imagined as an island of ancient crystalline rocks, which has been above the ocean since the geologic dawn except at the close of Ordovician time, its ancient mountains now worn down to their roots by erosion in succeeding ages and still flanked around the base by the old shore formations of the Cambrian and later periods. To the south lie the equally ancient Hudson highlands and the rugged ridges of Westchester county, stretching southwestward from New England, the vestige of an eastern land mass of early geologic times which is now in large part sunk beneath the waters of the ocean or covered by more recent formations, the débris of struggles with the encroaching Atlantic. In this old pre-Cambrian continent, whose crystalline schists have been the special study of Kemp and Cushing, are found our building granites, our magnetic iron, our rich deposits of talc and garnet, sources of industry and welfare.

There were also two historic seas: the interior sea, or American Mediterranean, which bounded these granitic sentinels on the west, and the ancient Atlantic, which bounded them on the east. Our Atlantic coast line during the Paleozoic period stretched far to the east, perhaps as far as the continental shelf, one hundred miles east of Long Island, where the depth then, as now, rapidly increased to the abyssal ocean.

There were also two great inclines or drainage systems, the first to the westward emptied into the interior sea which stretched from the south and west over a large part of the continent. During these early epochs central and western New York was our western coast line and formed a battle ground between this inland sea and the granitic lands to the north and east; the shore lines advanced and receded, spreading the gravel beds and sands or the silt and calcareous ooze of the deeper waters in alternating succession over the broad plains of central and western New York. To the receptive basins of these shore lines of Silurian and Devonian age our builders largely owe their sandstones and

limestones, their limes and cements. To the animal life embedded in Silurian and Devonian times we owe in large measure our natural gas and our petroleum. Of Silurian age are our hematite iron ores. Great coastal evaporating basins of Silurian times have bequeathed to us our gypsum and our salt.

In the prolonged struggle the forces of uplift were finally victorious; the interior sea retreated step by step to the south and west until in the era of the great coal forest of Carboniferous times, the border line of permanent land has passed beyond the limits of what is now the State of New York. This is the reason the State has no coal. Throughout the central and western portion the rock formations still lie relatively flat and undisturbed; from the line of the Mohawk valley and the southern shore of Lake Ontario the successive strata rise tier above tier until they culminate in the Catskills to the east and the Pennsylvania border.

In 1837 James Hall, after a year under Emmons in the second district, was assigned this level and supposedly uninteresting portion of the State, the fourth district, which he was told "was good enough for a young man of twenty-five." The region was regarded as of little promise and was willingly relinquished to him, and this proved to be one of the happy accidents of geology, for Hall's genius revealed the fact that nowhere in the world does there exist so complete a series of the older fossiliferous rocks, such continuous records of the life of the ancient inland sea; in wonderful perfection the animals that lived in the shallow waters and along our inland coast have yielded the data for the paleontologic researches of the master and his pupils — Whitfield, Beecher, Clarke, and others.

The second great drainage system, now represented by the vestigial Hudson river, is that which flowed from northwest to southeast between the northern and southern granitic masses of the Adirondacks and the Hudson. This broad trough, or valley, was developed east of the Appalachian uplift and included the Shawangunk mountains. In it were accumulated the sediments washed down from the adjoining mountains during Triassic and early Jurassic times, to form the red standstones and shales of the "Newark System," extending across the New Jersey border into Rockland county, and recently yielding at Fort Lee one saurian of Triassic age. The great red sandstone tidal plain was in turn tilted and heavily faulted, and along the fault lines and

between the strata of shale and sandstone welled up the great outpourings of basaltic lava which formed the trap rocks of the Palisades and parallel ridges to the westward.

Toward the close of the Age of Reptiles our eastern coast line began subsiding beneath the Atlantic ocean, converting its shores into a coastal swamp over Long Island; but the greatest factor in Long Island's history was the Glacial epoch at the close of the Age of Mammals, when the ice cap extended downward from eastern Canada over almost the whole of New York State and left as its terminal moraine the long, irregular line of hills of boulder, clay and sand stretching along the northern shore of Long Island across Staten Island, New Jersey, Pennsylvania, and westward. To the waters impounded behind the moraines we owe our building clays. This great ice sheet, as studied by Fairchild, Woodworth, and others, gave the final touch to our landscape and to our agricultural lands, gouging out valleys, blocking rivers, piling heaps of detritus across valleys during its slow retreat to the north, profoundly modifying the topography of the State, shaping the basins of many of our lakes, the courses of our rivers, and the character of our soil. At the beginning of the ice retreat the cap so blocked the St Lawrence river valley that Lake Ontario found its outlet along the Mohawk river into the Hudson. All the life records of the later geologic periods in New York State were swept away by erosion or buried beneath the débris of the Ice Age. Only from the swamps and peat bogs formed since the retreat of the ice have been disinterred the skeletons of mastodons[1] and other extinct forms.

The animal and plant life of the State formed the second great branch of the survey. As a result New York State has taken a leading part in the encouragement and development of the study of birds in this country, from 1844, when the State issued a quarto volume of 380 pages and 141 colored plates by James E. De Kay, "On the Birds of New York," to 1910, when it published the first of two superb quartos by Eaton with colored plates by Fuertes; and here again the survey has been more or less directly the means of bringing out the latent ability of sons of the State. Among the ornithologists, all natives of New York, who have

[1] Mastodon and mammoth remains are found in swamps and beaches of the same age, though the occurrence of the latter is comparatively rare; they are contemporaneous, but it is probable that the mastodons survived the mammoths within our area. (J. M. C.)

been developed during this period, are Giraud, Mearns, whose researches have extended all over the Union and to Africa, Merriam, former head of the United States Biological Survey and our leading field naturalists, Roosevelt, Bicknell, Ralph, Bagg and many others.[1]

The survey produced in 1842 De Kay's four volumes devoted to the mammals, reptiles, and amphibians, also the extinct mammals of the State as they were known in 1842. Later contributions to the mammalian life independent of the survey were Merriam's "Mammals of the Adirondacks," 1882 and 1884, Miller's "Preliminary List of the Mammals of New York" in 1889, and Mearns's "Mammals of the Hudson Highlands" and "Mammals of the Catskill Mountains."

The practical results growing out of the State survey are no less significant than the theoretical, affording the strongest proofs that discovering and spreading knowledge of nature is the best investment a state can make, because all wealth and all health flow from such knowledge. When state funds are used for the forces which make for production the payment of interest is retarded, perhaps beyond the lifetime of the individual who makes the discovery and when returns do come the discoverer is often forgotten; only in rare instances does he benefit from them. The chief applications of the results of research have been to agriculture and mining; in fact, the science of agriculture was one of the original motives in the organization of the survey, and the four volumes which Ebenezer Emmons devoted to the agriculture of New York and to its fruit culture between 1846 and 1854 led to the organization of the State Agricultural Society and finally to the State Agricultural Department.

The increase in the value of the mineral product[2] of the State since the organization of the survey has been approximately 3000

[1] C. Hart Merriam, New York City, 1855; Edgar A. Mearns, Highland Falls, 1856; E. H. Eaton, Springville, 1866; E. P. Bicknell, Woodmere, L. I.

[2] Mineral productions of the State:

	1837	1911
Iron ores from within the State	1 000 000	3 184 054
Clay materials	150 000	9 734 744
Building stones	500 000	5 520 800
Salt	625 000	2 191 485
Gypsum	15 000	1 092 598
Cement	150 000	3 065 334
Materials not produced in 1837	.....	6 784 093

per cent. The fact speaks for itself without claiming for the geological organization all the credit for this tremendous development. The approximate output of minerals of all kinds for the year 1837, the first year in which the survey did actual work, was two and one-half millions; the total mineral production for the year 1911 for materials within the State was thirty-one and one-half millions; but including the ores brought in from outside, the production is seventy-four and one-half millions, ranking New York State as the sixth state of the Union, in the value of its total output. The preeminence of Pennsylvania, Illinois, Alabama, and West Virginia is due to their coal, that of California to its oil. As a result of the careful surveys made within the last few years the volumetric totals of the iron ores still available for commerce are shown to reach nearly one billion tons, interesting as indexes of the potential natural wealth of a state which has no coal and comparatively little oil. The scientific foundation of this development is the volume "Mineralogy of New York," by Lewis C. Beck, published in 1842.

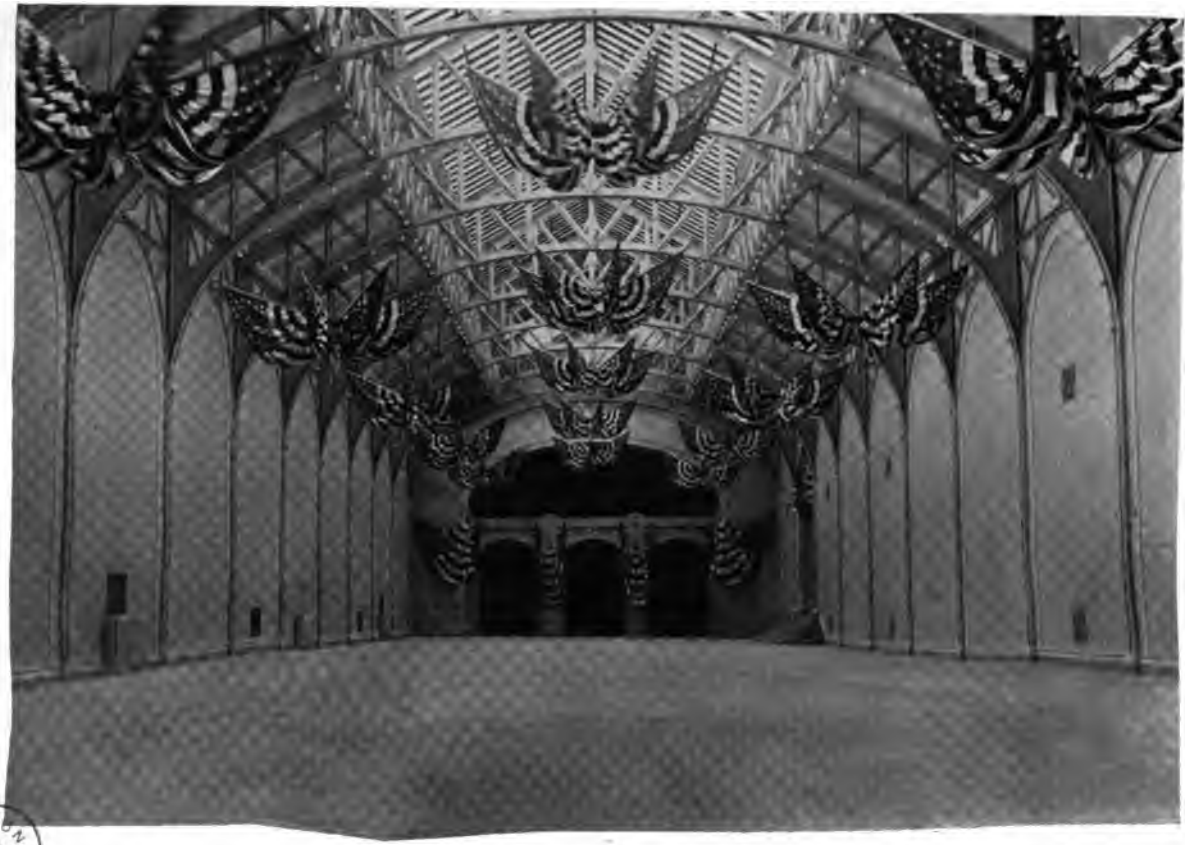
The most recent instance of the interrelations between pure science and progress is that developed by the need of the city of New York for an increased water supply, involving the second greatest engineering task of modern times. When work on the new aqueduct was actively undertaken ten years ago, the chief engineer, J. Waldo Smith, one of the broadest minded men of his profession, realized that the geological structure and the present and past history of the region to be traversed entered in a fundamental way into the problem. The region embraces the Triassic and other formations of the State from the Upper Devonian down to the Archaean, formations to which the survey has devoted pure research since 1836, formations folded, faulted, and metamorphosed in a most complicated manner. The surface features are concealed everywhere with drift of the Glacial epoch, which at places like a thick mantle covers buried channels or preglacial systems of drainage which cut the bedrock to depths much below the present level. At the Storm King crossing of the Hudson the rock bottom is 800 feet or more below the surface of the river. With their thorough understanding of these facts, the consulting geologists, Kemp, Crosby and Berkey, aided the engineers in selecting the best locations and in forecasting the underground geology for the preparation of specifications for the contractors. Conversely the great tunnels and sections of

the engineer have laid bare new matters of great value to the geologist; matters of inference have become the recorded facts of observation; estimates have given way to precise measurement in feet and inches. All this experience, embracing so much of human, scientific and technical value has been brought together in two volumes, one of which, by Berkey, has been published with abundant profiles and illustrations in a bulletin of the State Museum and the other, by Crosby, specially relating to Long Island, is about to be published.

The scientific growth of New York State is the past, the present, and a forecast of the future of our State Museum. The offspring has become the parent; the museum now conducts the geological and other surveys of the State. From its slow birth under the Natural History Survey between 1836 and 1843, under vicissitudes of name, of scope, of direction, and of dwelling place, the State Museum is now the titular head of the survey and of the entire science division under the New York State Education Department. The paleontologic, geologic, mineralogic, and botanic departments, independent offshoots of the survey, were brought under the Regents of the University in 1883, and in 1889 the museum was made an integral part of the University of the State of New York. A further concentration took place in 1904 when the University was fused with the New York State Education Department, under which a division of science was created. This division was charged with the broad powers of administration of the museum and with the geology, paleontology, botany, entomology, zoology, and archeology; in brief, it is the scientific scope of the old Natural History Survey of 1836 with the added custodianship of all the materials brought in. As compared with our central government, it is the United States Geological Survey, a part of the Agricultural Department and the National Museum swept into one under a bureau of education. Such unification is, so far as we know, unique; it is certainly logical in the sense that all state-supported scientific work should be *educational* in the very broadest sense as well as in the interests of pure research; as an administrative system it is an experiment which is well worth trying by our State, for it may be of value in Washington, where concentration of all the scientific bureaus of the government has long been under consideration.

Under the directors Hall, Smock, and Merrill, and in the years that have passed since 1904, the date of the appointment of

The main Museum rooms



John Mason Clarke as head of the museum and of the survey, the historic lines of geology and paleontology have been ably sustained, lines which are among the most honored traditions of the institution, together with greater activity along lines which had not been especially developed in its previous history. Thus while the study of plant and insect life has followed the earlier lines of economic service to the State, there has been continued advance in the study of mammal and bird life, of the past and present life of the Indian. Every effort is being made to represent in full in the museum the fauna of this State and to exhibit it as effectively as practicable. In archeology the unique field is the study and portrayal of the culture of the Iroquois, which brings the museum in touch with the 6000 Indians of the State, their history, ambitions, and ideals, and it is fortunate that the preservation of the traditions and the folklore of this declining race is entrusted to the State Museum. Following up the work of Lewis H. Morgan, who probably contributed more to initiating and advancing anthropological work among the Indians of the State than any other person, there were the writings of Beauchamp and the studies of Converse, while among the younger contributors may be mentioned Parker, the present archeologist, and Skinner.[1]

The law also provides that the State Museum shall cover the field of history, and the initiation of this problem is large because it has hitherto been entirely neglected by the State and important because of its educational bearings.

The original function of the museum as a depository of all the scientific materials brought in by the survey should be extended along lines similar to those followed by the National Museum at Washington, so that the new Conservation Commission with its interests in the forests, the fisheries, and the game of the State shall find the rooms of the State Museum equipped for the scientific materials which come to the commission. Similarly the Department of the State Engineer, the Departments of Agriculture, of Health, and Highways, should regard the halls of the museum as the place where the people are to find the visible educational materials developed with the growth of these several departments. This cooperation is in keeping with the unification of the advance of pure and applied science in the progress of the State.

[1] Harriet Maxwell Converse, Arthur C. Parker, Alanson Skinner.

We may well ask what are the distinctive features of an ideal state museum as contrasted with great civic museums like the American Museum of Natural History of New York, the Field Museum of Natural History of Chicago, the Carnegie Museum of Pittsburgh, or a great national museum like that in Washington? Why should a state have its own museum, apart from the historical and political reasons which have located this institution at Albany? The answer is largely given in the preceding portions of this address. The museum is the natural scientific center of the State government; it is the natural depository of all the material brought together by the State surveys; it is the natural custodian of all purely scientific State records; it is the natural center of the study of the resources of the State as a political unit; it must maintain its capacity for productiveness in pure scientific research — pure science has been the justification of the State Museum from the beginning of its history. For example, it is justified in issuing a monograph on the birds of New York State, as it is now doing, because this kind of publication belongs to the museum historically, because the education of the people of the State in the important matter of the economic value of bird life must be accompanied by the preservation and exhibition of the materials on which the volume is based. In brief, the distinctive sphere and scope of the State Museum corresponds with the scientific interests and welfare of the people within the geographic boundaries of the State.

Yet in no relation is the function of the State Museum more full of promise than in its relation to school education, a relation which has been established since 1884 but which should be greatly extended in the future. The peculiar teaching quality of a museum is that it teaches in the way nature teaches, by speaking to the mind direct and not through the medium of another mind. This principle of natural instruction is being carried out in the development of the exhibits of the museum, and through photography these exhibitions may well be extended to the schools of the State. The museum should be the center from which the visual and practical instruction of the children of the State in science should emanate. The pulse of the new museum should be felt in every country school in the State and in the schools of every one of its cities which has not developed its own museum center. The museum should supply the schools with collections of scientific materials; it should distribute traveling demonstrative

collections in natural history. In brief, the museum should supply the State Education Department with all materials for the visual instruction in the scientific features of the State for distribution among the schools. Our school children should receive their first inspiration in science not from abroad but from the things about them. Our Education Department could not do a wiser thing than to popularize the technical geology of the State in a school book and put such a volume into the hands of every pupil; it would exert a vast influence. There is every reason why the State Museum should do for the resources of the State what the Commercial Museum of Philadelphia is doing for the people of Pennsylvania.

The execution of these ideals requires a combination of scientific and administrative ability with a strong sense of public duty, which I dwelt upon in the opening paragraphs of this address. Our great Commonwealth is to be congratulated on having at the head of its educational system a man of the breadth of view of Dr Andrew S. Draper, and at the head of this institution a man of such thorough preparation, wide sympathies and executive ability as its present director. In assuming the centralized control both of the Geological Survey and the State Museum in 1904 Dr John Mason Clarke inherited positions rich in traditions and undertook no light task. Long years of experience as an assistant to James Hall had given him a wide and thorough knowledge of the State's geology and paleontology, and, quite as important, of its legislators. Although a paleontologist and stratigrapher himself, all the other lines centering in his office have received his support. While the great monographs on the faunas of the Devonian, the graptolites, the ancient sponges and the eurypterids have seen the light, the areal geology has had its full recognition, the ancient crystallines have received no less attention than the fossiliferous beds and the mineral resources. Botany, zoology and archeology have had their due and are well represented in the publications of the State Museum. The geologic map of the State has progressed on the topographic scale of one mile to the inch, so far that almost one-half of the area of the State has been plotted in minute detail. The museum has kept in touch with and published the geological results obtained in connection with the development of the aqueduct. It has availed itself of the cooperation of many of the most able specialists in the State.

It is now the great opportunity of our State not only to maintain liberally a museum the purpose of which is to present in fulness the character of its natural resources, but to furnish the State Department of Education with the means of spreading the work of the museum in popularized form throughout the schools of the State. The appropriations have doubled in recent years, now amounting approximately to $40,000, but they are insufficient to develop a museum worthy of the dignity of the State of New York either along the lines of exhibition or those of public education.

The truest measure of civilization and of intelligence in the government of a state is the support of its institutions of science, for the science of our time in its truest sense is not the opinions or prejudices, the strength or weakness of its votaries, it is the sum of our knowledge of nature with its infinite applications to state welfare, to state progress and to the distribution of human happiness.

CHANCELLOR REID: At this time I desire to announce the following appointments to fill vacancies in the various advisory councils. The dates preceding the names indicate the years when terms expire.

Convocation Council

1916 President Almon Gunnison, St Lawrence University
1917 Associate Superintendent Edward L. Stevens, New York City

College Council

1916 President Thomas J. McCluskey, Fordham University
1917 President M. Woolsey Stryker, Hamilton College

Academic Council

1916 Principal Charles F. Harper, Syracuse
1917 Principal Ernest L. Merritt, Gloversville

Library Council

1916 Willard H. Austen, Cornell University
1917 Frank P. Hill, Brooklyn Public Library

Medical Council

1916 Roswell Park, University of Buffalo
1917 Egbert Le Fevre, University and Bellevue Hospital Medical College

Dental Council
Faneuil D. Weisse, New York City
William Carr, New York City
George B. Snow, Buffalo

Veterinary Council
Veranus A. Moore, Cornell University
W. J. Coats, New York University

Pharmacy Council
William C. Anderson, Brooklyn
Henry H. Rusby, New York City
Willis G. Tucker, Albany
Willis G. Gregory, Buffalo

Nurse Training School Council
1916 Miss Ida M. Root, Gloversville
1917 Dr William L. Russell, White Plains

Music Council
1916 Arthur J. Abbott, Buffalo
1917 Sister Alphonsus, Albany

Industrial and Trades School Council
1916 Oscar S. Straus, New York City
1917 Ida J. Butcher, Utica

I will continue just long enough to say that there will be another meeting of this convocation this evening at 8.15, when you will have what I must consider one of the great treats of the entire three days' session in addresses on the essence of the whole business of education so far as it vitally concerns the State, on elementary schools and on secondary schools, by very high authorities in both those departments. One of them is perfectly well known to you all, Dr William H. Maxwell, superintendent of schools in New York City. When we say he has the duty every year of taking charge of most of the children of a million alien emigrants and training them into American citizens, you can realize the magnitude of his task, and those of you who have studied his work know how competent he is to speak of it. I can only say that William J. S. Bryan, who is the assistant superintendent of instruction in charge of high schools, St Louis, Missouri, is also an authority of the first rank. They will both speak tonight.

SECOND SESSION

SECOND SESSION

Tuesday, October 15th, 8.15 p. m.

CHANCELLOR REID: I have the pleasure of introducing a gentleman of whom I said less than the truth this afternoon when I said he held one of the most responsible positions in primary education in the whole United States. He stands at the gateway of the entrance of a million emigrants a year in the United States. For a very large proportion of the children of those emigrants, it is his duty and his responsibility to begin the work of assimilating them into American citizenship. If we do that work well our institutions are perfectly safe; if we do it ill we are in danger. He is no novice in this work. I received only this evening a notice of a celebration of the twenty-fifth anniversary of his educational work in the United States. It is a pleasing recollection to myself, one which was recalled to me by him some years ago, that this man who has done so much work for education in the State of New York and in the United States, came here from England a stranger and I had the good fortune to give him his first employment. He got a very much better employer soon and I hope it will hold on to him as long as there is work left in him. I am referring to Doctor Maxwell, superintendent of schools of the city of New York, who will speak upon the subject, "The Development of Elementary Schools in the State of New York," and whom I now have the pleasure of introducing to you.

THE DEVELOPMENT OF ELEMENTARY SCHOOLS IN THE STATE OF NEW YORK

WILLIAM H. MAXWELL: New York is the first commonwealth of the Union to erect and dedicate a public building for the exclusive use of its officers in educational administration. Commodious and beautiful as it is, it is interesting and significant, not so much from its noble façade, its roomy and convenient offices, its great expanse of corridor, its splendid assembly hall, its ample museum spaces, but for the ideal it typifies. Not more certainly do the lofty spires and the arched windows of a Gothic cathedral symbolize the heavenward aspirations of devout

worshipers, than do those massive and beautiful Grecian pillars typify the educational policy of the Empire State. For one hundred years that has been the policy under which the State assumes the direction of public education. That policy is the policy which was dreamed of by Plato for his ideal state; the policy which was realized for the select few in Lacedaemon; the policy which was enunciated twenty-two hundred years ago in the immortal words of Aristotle: "And since the whole state has one end, it is manifest that education should be one and the same for all, and that it should be public and not private"; the policy which is best calculated to insure the indispensable condition under which republics endure — an enlightened, independent body of citizens; the policy, in a word, under which, while complete freedom of initiative is left to local communities, the State, as a whole, helps the weak, encourages the strong, and stimulates the negligent.

The State Department of Education is clothed with power to remove a school officer for maladministration; to regulate the licensing of teachers; to protect the rights of every teacher and of every parent; to drive an immoral or incompetent teacher from the service; to require an unfit schoolhouse to be replaced by a better; to compel recalcitrant or negligent local authorities to supply their schoolhouses with needed furniture and appliances; in case of neglect, to direct the levy of a school tax, and to conduct the schools of any municipality or district until the local officers come to a realizing sense of their duty. As long ago as 1845, Horace Mann wrote in his annual report to the State Board of Massachusetts: "The great State of New York is carrying forward the work of public education more rapidly than any other state in the Union, or any other country in the world." If that statement was true in 1845, how much more is it true in 1912, when, under the leadership of our great Commissioner of Education, Andrew Sloan Draper, our educational forces, both State and local, are organized for service as they never were organized before, and are working with an intelligence and an energy unsurpassed in modern times, to combat the hosts of ignorance and vice, and to develop the intelligence and the will to do right of a great people. And this building is the symbol to the world that New York State, collectively and in all its units, has adopted the Greek ideal — that education for people should be public or tax-supported, and should be under control of the State.

Dr William H. Maxwell

The Commissioner has asked me to speak tonight of the development of elementary education in our State. I am deeply sensible of the honor he has done me in committing this subject to my care, but I come before you almost appalled by the difficulty of doing justice to the achievements of our elementary schools. For I must needs regard the elementary schools as the most vital part of our educational machinery. And in making this assertion, I subtract nothing from the esteem in which we all hold our high schools, our colleges, our universities, and our professional schools. The intellectual achievements of our men of light and leading in law, in literature, in art; the discoveries and inventions of our scientists; the advances in manufacturing and commerce; the marvelous improvements in the healing and surgical arts; our engineering feats; the spread of scientific agriculture, are all traceable, directly or indirectly, to the colleges and universities and to the high schools that prepare for them. And yet all will concede that the importance of the elementary school to the state and nation is incomparably greater than that of the college or university. History shows that as the nations of Europe emerged from the chaos of struggling peoples that succeeded the fall of the Western Roman Empire, universities were organized for the training of selected intellects centuries before the education of the masses was provided for. So it would be today were all state and national aid withdrawn from education. Universities and fitting schools for those having the money to pay for them and the inclination to use them, would still exist and flourish by private effort. The education of the many would languish, and the reason is obvious: the State alone has the requisite authority and resources to support and enforce the education of all the people. The elementary school is the instrument upon which the state chiefly relies for maintaining and for raising the level of intelligence among its people. But the elementary school does still more. The elementary school discovers the youths of ability whom it is worth while to send to high school and college. It brings all social classes together in a common effort for improvement. It accustoms people of different creeds and different national traditions to live together on terms of peace and mutual good will. It is the melting pot which converts the children of the immigrants of all races and languages into sturdy, independent American citizens. It is *the* characteristic American educational institution.

The elementary school is of ancient and honorable lineage.

Not the least important reason for our debt of gratitude to Commissioner Draper is the fact that twenty years ago he established on a firm foundation the claim of Manhattan island as the birthplace of the elementary public school in America. The Dutch colonies on Manhattan island and at Fort Orange were founded at a time when Holland had developed into a great world power. After a struggle, unsurpassed in heroism, she had thrown off the yoke of Spain. She was extending her commerce. She was founding colonies. And wherever Dutchmen settled, they carried with them the ideal of the fatherland — the ideal of universal education. Hence, even before the English colonists in Massachusetts and Virginia, after the manner of their mother country in those days, founded Latin schools and colleges to train for the church and for statesmanship, the Dutchmen established in 1633 on Manhattan island the first elementary school. True, it was, as all schools then were, under the control of a church, but it was a public school in that it was supported by taxation, and in that its doors were open to all who sought to enter. Adam Roelandsen was the first schoolmaster. Of his life we know almost as little as we know of the life of William Shakspere; but we know his name as the first worker in a field that was destined to yield as rich a harvest. And there remains undoubted evidence that he had to struggle against the obstacles that have beset the teacher's path ever since — poverty and intermeddling.

While the Dutch held their settlements, elementary schools, supported by taxation, continued to multiply and to flourish. With the advent of the English power, public support was largely withdrawn, though evidence is not wanting that a few local communities continued to tax themselves for the support of schools. For the most part, however, educational effort was relegated to the churches, to charitable organizations, and to private enterprise. Immediately after the Revolution, the churches became still more active in establishing schools, but the education of the poor was still left largely to charity. Such was the condition at the advent of the nineteenth century; as is abundantly proved by the incorporation of the Public School Society of New York City in 1805. That body, which did so much to promote popular education, was founded, as its charter expresses it, "for the education of such poor children as do not belong to, or are not provided for, by any religious society."

For the credit of our State, however, it should never be forgotten that neither under English rule nor during the first twenty years of State government, did the elementary school, supported in whole or in part by local taxation, entirely disappear. There were, at all of these times, communities which taxed themselves for the support of public schools. But the efforts to maintain public schools were weak, uncertain, and sporadic. Even the act of 1786, which reserved one section in each township of unappropriated land for the "gospel and schools," and "for promoting literature," and the act of 1795, which appropriated $100,000 a year for five years to be distributed among schools which met certain conditions, failed to accomplish what all thinking men saw to be the one thing needful — universal elementary education.

It was not until 1812 that responsibility for universal elementary education began to be assumed by the State. True, in 1784 the Board of Regents was established, at first only to oversee Columbia College but afterwards to supervise all higher institutions of learning and professional schools. Yet it is to the year 1812 that we must look back as the birth year of our State system of elementary education. In that year, on the recommendation of Governor Tompkins, an act was passed, establishing the office of State Superintendent of Common Schools, and authorizing the towns of the State to raise by taxation, for the support of common schools, a sum equal to the amount contributed by the State. That act is the foundation of our city school systems. That act was the means of planting a schoolhouse

"On every hill
Stretching in radiate nerve-lines thence
The quick wires of intelligence."

Gideon Hawley was the first State Superintendent. To his ability and far-sighted zeal in carrying out the provisions of the act must be attributed in no small measure the perpetuation and the success of the policy of State control.

We are therefore today celebrating not merely the dedication of this magnificent building; we are celebrating a century of progress in public education under State direction.

The subsequent important landmarks in the history of our elementary schools are these:

The act of 1814 which made it compulsory upon all counties to maintain elementary schools.

The act of 1822 which gave the right of appeal to the State Superintendent on all questions arising under the general school law, and thus provided the most formidable of barriers against injustice to parents, to teachers, and to school officers.

The act of 1849, which established the principle of direct taxation for the support of schools.

The act of 1853, which authorized the formation of union free school districts and laid the foundation of our magnificent high school system.

The act of 1867, which, by the abolition of what was known as rate bills, made the public schools entirely free and settled the policy that the rich and populous districts of the State should help the weaker and poorer.

The act of 1874, making education compulsory. That law, imperfect as it concededly was, is the first recognition of the vital political principle that it is the right and duty of the state, as a means of self-protection, to impose upon parents the legal obligation of giving elementary instruction to their children.

The action of State Superintendent Andrew S. Draper, on behalf of the State, in assuming control in 1885, of the licensing of teachers in rural districts and thus insuring a better grade of teachers in rural schools.

The act of 1895, providing that no one shall be appointed to teach in the elementary schools of the cities and villages of the State who has not had either professional training or successful experience.

The act of 1904, which created the great office of Commissioner of Education, and united in one department the supervision on the part of the State, of all educational agencies — elementary, secondary, university, and professional.

The act of 1910, which provides expert supervision for rural schools.

The system of State administration developed through these statutes is, I venture to assert, the most complete in the Union. It is not a system which interdicts any church, or any individual, or any corporation from operating schools. But it requires the establishment of a school at the public expense in every community, *and sees to it* that that school maintains a high standard of efficiency.

What have been the tendencies, under that system, in educational development? What have been the results?

First of all, we must note two tendencies — two revolutionary movements — which have slowly but surely been accomplishing themselves during the last hundred years, not by direct legislative action, but as the natural result of wise legislation; not by violent upheaval of any kind, but by the peaceful operation of social forces stimulated by the educational machinery maintained under the authority of law.

The first is the gradual transfer of the education of our children from schools controlled directly or indirectly by the churches, to schools controlled and supported by the State and municipal authorities. At the beginning of the nineteenth century, practically all children in school were in schools supported and controlled by the churches. At the close of the last school year, of the 1,573,327 children in elementary schools, 1,314,255, or 83.5 per cent, were in tax-supported schools, while only 259,972, or 16.5 per cent, were in church and private schools. I can not but think that this revolution which has been duplicated more or less closely in every state in the Union, is one of the most beneficent of modern times. It means three things of the highest significance: (1) education has been made free and accessible to every citizen; (2) the association of the children of all races and of all creeds in the common schools has done away with social strife and ameliorated the aspirations of sectarian controversy; and (3) teachers have been delivered from the thraldom to another profession, under which they had worked and suffered for two thousand years. The independence of the teacher is the first condition of efficient educational effort. The teacher who is subject to the caprices or the orders of the parson or the priest can never be an independent thinker and investigator. And if the teacher is not himself an independent thinker and investigator, he can never train others to rational independence in thought and action. And rational independence in thought and action in the citizen is the first and most important condition, without which republican institutions do not survive.

The second revolutionary movement is a change in attitude of mind on the part of the people toward public or tax-supported schools. There has been a gradual general acceptance of the public school policy not merely for young children or for poor children, but for all children up to eighteen years of age. Free education is no longer thought of as a charity or a privilege, but as one of the people's rights. When the Public Education Society

of New York City was founded in 1805, it was as a charitable enterprise. When our present Constitution was enacted in 1894, the change in the attitude of men's minds toward free education was recognized by the memorable declaration that education at the expense of the State is the right of every child within her borders. It is this change in the attitude of the popular mind, finally embodied in our fundamental law, that has conferred upon the people's schools and upon their teachers the dignity and the authority needed for their service, and that has relieved their pupils from even the appearance of being the recipients of charity.

These two movements — the movement away from the control of education by the churches and the gradual acceptance of the public school idea — are the two greatest things in educational history from 1812 to 1912 — from Gideon Hawley to Andrew S. Draper. Like the change in the attitude of all thinking men toward slavery, that distinguishes this same century of progress, they are part of the great world movement toward liberty under law, toward the emancipation of normal human beings from ownership or tyranny, whether physical or intellectual.

And what have been the results?

First, there has been a steady improvement in the local administrative machinery. When the public schools and their teachers were delivered from the domination of the churches, there followed the inevitable tendency to fall under the control of local municipal authorities — the financial authorities of cities, the supervisors of counties, and the still more baleful influence of political bosses. That fight is still far from ended, but it has been so far an almost unbroken series of at least partial victories for the public schools. As to the ultimate result, there can be no question. If our public schools are to do their best work they must be absolutely free from political control. They must not be left in any respect subject to municipal authorities — mayors, boards of estimate, boards of aldermen, and the like — who either by parsimony or by extravagance, by imposition of whims or curtailment of enterprise, imagine they can either secure or retain popular favor. The public schools must be left free, with sufficient resources, under the protection and direction of the law, to employ the best teachers, to make needed experiments, and to carry out definite policies. As they are the people's schools, there can be no shadow of doubt, even in the hour of temporary reverse, of final victory for the people.

In the second place, our State policy has resulted in the gradual separation of the educational from the business or physical side of local school administration. This differentiation of structure and specialization of function, which is the invariable condition of increasing efficiency in all societies, whether business, political, or social, had its beginning in the appointment of the first city superintendent of schools. Buffalo is entitled to that honor in New York State, and probably in the United States. Then followed Rochester in 1843, Syracuse in 1848, New York City in 1852, and Brooklyn in 1853. This movement has not yet reached its full fruition. As far as it has gone, it takes the form of removing from the hands of the laymen who compose boards of education and boards of trustees, certain powers which can be efficiently exercised only by those who have a professional, intimate, everyday acquaintance with teachers and with schools. These powers are generally conceded to be the determination of courses of study, the approval of textbooks, and the selection of teachers. Up to a quarter of a century ago these duties, as well as those of business administration, were all centered in the hands of lay trustees. They performed all duties and performed none of them well. The professional educator was only an adviser. For twenty-five years, however, the tendency has been to place the responsibility for purely educational administration upon those who are professional educators. And it is perfectly safe to say that in the first three-quarters of the century the efficiency of public schools advanced only as boards of education followed the advice of superintendents, and that, in the last quarter, efficiency has increased by leaps and bounds, as superintendents have developed from advisers into administrators. The latest development in what may be called expert supervision was the law of 1910. That law abolished the semieducational and semipolitical office of school commissioner in rural districts, and authorized the appointment of district superintendents with definite educational qualifications, to direct and supervise the work of rural schools.

We of the large cities have never quite realized the debt we owe to the farm and to the rural school for the stream of new blood and sturdy character that has been constantly flowing into the urban arteries of commerce and manufacture, to repair the waste of human energy made by the feverish conditions of modern urban life. For this new blood we owe much to the rural

elementary school. With the expert supervision that is now assured, it is reasonable to hope that the country lad who seeks his fortune in the city will come better prepared for the battle of life, and that the improved teaching and better facilities of the home school will lead our rural youth to see that there is interest, joy, and independence in making the soil produce its largest yield, that can never be found in the confined atmosphere of the countinghouse or in the noise and heat of the factory.

One of the first results of the influence of the professional superintendent on educational development was the movement to secure trained teachers. As early as 1834 New York anticipated all other states in training teachers by establishing teachers training classes in eight of the academies. The first of our State normal schools, now the State Normal College, was established in Albany in 1844. Other normal schools followed in rapid succession, until now there are eleven supported entirely by the State. To supplement their efforts, training classes have been established in something like one hundred academies and high schools. In 1885 the first city training school, exclusively devoted to the professional training of teachers, was established in Brooklyn. The advent of the city training school had a most important effect on the State normal school. As first organized, and as it continued for half a century, the State normal school was a high school with a training department. The highest course, that of four years, was given up chiefly to languages, science, and mathematics, and but an insignificant portion of time was devoted to training. The city training school, on the other hand, required that its students should have completed a high school or college preparatory course before entrance, and that while in training they should devote their entire time and energy to learning how to teach. The superiority of the city training school graduate in the classroom soon made itself manifest. One of the great glories of Commissioner Draper's administration is that the merits of the purely professional course have at last been fully recognized and that every State normal school has been reorganized on a purely professional basis. The students in training must now stand on a platform of equality at entrance with students who enter Yale or Columbia, and must devote at least two years to acquiring the science and art of teaching. After such a great advance, may we not entertain the hope that the day is not far distant when the profession of teaching, even

in the elementary school, will be raised to the recently established level for schools of law and medicine — at least one year of college work above the high school and three years of professional training? Surely, the teacher who trains the mind of a child — that most wonderful and delicate of organisms — should himself have at least as thorough training as the physician who cares for our bodies or the lawyer who looks after our estates.

The general employment of the trained teacher advanced but slowly. For decades it was the great bone of contention between the politician who fought to control the patronage of the schools, and the superintendent who strove to improve the education of the people. Even as late as thirty years ago, when I entered on my work as assistant superintendent of schools in Brooklyn, not 5 per cent of the teachers appointed each year in that city had ever had any training or special preparation of any kind for their work. Now no teacher is appointed who has not been trained and who has not been subjected to severe tests of his efficiency. This beneficent result is again due to the operation of law — the great statute known as chapter 1031 of the Laws of 1895. I well remember the winter night, Commissioner Draper, when, in a room in the Broadway Central Hotel, you drafted the bill which after five years of hard fighting with Legislatures and Governors, was enacted into that famous statute. As, for a time, you left the educational field in the Empire State to gather new laurels in the West, the greater part of that fight fell on other shoulders. Many men took part in that grim contention and did yeoman service on the side of progress, among others the last State Superintendent, Mr Charles R. Skinner. But there is one whom I must particularly mention, Mr Charles W. Cole, superintendent of schools in Albany and for years chairman of the legislative committee of our State Council. It was his quiet, gentlemanly persistence, his clear reasoning, his unfailing tact, that finally carried the day, when, in 1895, Governor Morton affixed his signature to the statute which forbids the appointment of any teacher in the cities and villages of the State who is not a trained teacher, and which places city training schools under the protection of the State.

We are only beginning to reap the good fruits of that wise legislation which requires expert supervision over all schools and the appointment of none but trained teachers in the elementary schools of cities and villages. Yet these fruits are already sufficiently manifest.

In the first place, the discipline of the schools has become more humane. The brutal beatings that made the name of schoolmaster despised and execrated for two thousand years have almost disappeared. Children now, for the most part, go to school gladly. The life of the child in the well-managed modern public school is a constant delight as he advances from grade to grade.

In the second place, the curriculum is being enlarged by the addition of necessary new subjects and is yet kept within bounds by the elimination of unnecessary details in old subjects. The untrained teacher could teach only a few subjects and that only by hearing lessons learned by heart from textbooks. To fill up the time, unnecessary details were introduced — the minutiae of battles in history, the names of insignificant creeks and capes in geography, and worst of all, the dreadful despair-causing and brain-muddling puzzles that filled the old-time textbooks in arithmetic. These absurdities the trained teacher and the expert supervisor, working together, are gradually getting rid of, and so gaining time to teach the girl to sew and to cook and the boy to use his hands; to give them a love of nature and of literature; and to teach something of civic duty and civic righteousness. Until manual training was put into the grades we had no sure means of determining what boys and girls are best suited for mechanical pursuits. Manual training in the grades, instead of being opposed to trade instruction, is its best introduction and almost an indispensable condition of its success. The very recent movement for trade schools or industrial courses in elementary school owes much of its strength to manual training in the grades. Again, the general teaching of singing, which has done so much to improve the discipline of the schools, and to add joy to life, is the direct result of employing trained teachers. To this same source we must attribute the general teaching of drawing. Drawing is the basis of all the mechanic arts. The knowledge of drawing diffused through the public schools lies at the root of the now general demand for improved architecture and for greater beauty in the home, the street, and the park. There is not a single improvement in the curriculum that may not be traced to the expert supervisor and the trained teacher.

In the third place, methods of teaching are being revolutionized. We have not abandoned, and I trust we never shall abandon, textbook instruction for the more purely oral instruction

that characterizes European schools, because the tendency of textbook instruction is toward independence of character, while the tendency of purely oral instruction is toward dependence on others. But our use of the textbook is becoming more intelligent. The untrained teacher, as a rule, could do nothing more than have his pupils memorize and recite, word for word. The trained teacher strives to have his pupils understand the printed page and abstract the important meanings. Indeed, the view is fast gaining ground among the best teachers that *how* a thing is taught is much more important that *what* is taught. The whole of methodology is being rewritten in terms of habit. Character is regarded as a bundle of habits. And your first-rate teacher, being invariably an optimist, believes that character may be modified for the better, that bad habits may be broken up and that good habits may be engendered and developed. The improvability of every human being is a cardinal article of faith with the best teachers. Hence, the effort of the trained teacher in elementary schools is to teach each subject in such manner as to lead to the habit of concentration of energy on the task in hand, to the habit of attacking a new problem in the right way, to the habit of reflecting on work, to see wherein it may be improved, and to the habit of simple-minded devotion to duty.

In the fourth place, we are extending the benefits of education to many children who, up to recent years, were supposed to be beyond the scope of the common school. The crippled child is given the inestimable boon of power to use brain and hand; the blind child takes his place beside his sighted brothers and sisters, both in the playground and the classroom, and often leads them in their studies; the deaf and dumb child is taught to speak and to read the lips of others, and is given the rudiments of a trade; the anemic and the tuberculous children are taught in the open air; the truant receives his own special treatment; the overage pupil has his special program; and, hardest task of all, the child of defective mentality, when he is not entirely imbecile, is receiving treatment according to his powers. In a word, the training of teachers is not only devoted to improving the education of the fit, but is bringing the benefits of education, in the society of normal children, to hundreds and thousands of defectives, who formerly either received no education or received it as a charity in institutions, cut off alike from the society of normal children and the loving care of fathers and mothers.

But even this is not all.

One of the distinctive movements of the time is the movement to help the child who is merely slow or backward but not mentally defective. Until recently, all our energies were devoted to the bright child. For him the best teacher, for him the rapid advancement class, for him the high school and the university. We are not, I trust, giving less attention to the bright pupil, but we are trying to save the dull and backward pupil from discouragement and despair, to clear away his obstacles, to make his path straight. In all this land there is no more inspiring sight than to see the kindly gifted teacher laboring with the dull child to prevent his failing; and to such a teacher there is no reward equal to the light that illumines the ordinarily dull and vacant face, as a problem is mastered or a new thought finds lodgment in the slow-moving brain. The elementary schools are making the weak strong, and the strong stronger.

And this brings me to the most recent development in the elementary school — the care of children's health. We are asking ourselves: What is the profit in intellectual training if it is not sustained by vigorous health? Hence our medical inspections and examinations; hence our "follow-up" systems; hence our physical training; hence our folk-dancing, gymnastic games, and athletics. And we are pursuing athletics in elementary schools, not as they are pursued in colleges where only a picked few receive the benefits of training, but by encouraging all our girls to engage in folk-dancing and all our boys to train for athletic sports.

Such has been the development of our elementary schools. Such are the most notable tendencies in their present-day work. I have not thought it necessary or advisable to dwell on their defects. In this noble building, in this inspiring presence, I could not find it in my heart to speak of aught but their progress and their efficiency. And I express my own profound conviction when I declare that whatever the weakness may be, that weakness is small indeed when compared with the strength and the beneficence of our elementary schools.

Vice Chancellor McKelway: It gives me pleasure based upon conviction and substantiated by scripture and human nature to say that all Missourians when they die go to heaven, or to another state. There are two Missourians before you tonight, one of whom will soon disappear only for the pleasure of giving way to Mr William J. S. Bryan of St Louis, who will

William J. S. Bryan

speak on the subject, "The Evolution of the Public High School." St Louis is one of the best portions of Missouri. Columbia is the very best portion. A man born in St Louis has to improve more than a man born in Columbia in order to catch up with him. This man was born in St Louis and I was born in Columbia.

THE EVOLUTION OF THE PUBLIC HIGH SCHOOL

WILLIAM J. S. BRYAN: The last fifty years have witnessed great changes in the development of secondary schools the world over, corresponding in large measure to changes in the estimation of the value of a human being as an individual and as a component part of the state or community that protects and sustains him; that affords him opportunity of achievement through combination with others; that supplements his puny strength with the strength of thousands, each one no stronger than himself, perhaps, but together mighty in their power of accomplishment. New ideas of the sanctity of the individual human being and of the inviolability of the right of childhood to free and full development have entered into the conceptions of men everywhere, though the growth of this germ of democracy has been more rapid and stronger where the soil was virginal and the prejudice of vested interests and long established customs did not hedge it about and hem it in, shutting out the light of truth. Did the occasion permit, it would be both interesting and profitable to trace from earliest times the ever widening spiral of education forcing its way through the blind selfishness and deep-rooted prejudice, the unreasonable, unreasoning, and presumptuous pride of birth and station, to envelop more and more of the children of men, raising them to higher planes of vision, and affording them opportunity for development and for more abundant life, for fuller realization of self and more efficient service of others.

The idea of universal education under state control is not an importation or an inheritance from European ancestors. Indeed, in no land besides America has it yet entered into the hearts of men generally, to conceive of education from its beginning in the elementary schools to its culmination in the most advanced reaches of university training as an inalienable, indefeasible right of every child born into the world, whatever its sex or parentage; and in our own land there are still some, perchance,

who are not enthusiastic in their advocacy of this right and in their insistence on the provision by the state of full opportunity for its exercise by the individual child. There has, however, become fixed in the popular mind in this country an abiding conviction that intelligence is essential to the stability of democratic institutions; that to rule themselves, citizens must be trained to think logically and clearly and to choose the better part; that this training must be commenced in youth and continued to manhood, if it is to be productive of the most abundant fruitage; that the school is the best place for implanting and cultivating the germs of social service, and for developing mental, moral and physical fiber, the essential elements of intelligent, purposeful, productive living; that the most precious possession of a community is its children, regardless of accidents of birth, for in each may be enfolded the largest possibilities of development and social service; that education will provide the conditions favorable to the unfolding and realization of these latent powers. In the last analysis, the state exists for the welfare of its citizens. The legislative enactments of the various states with reference to education enunciate and proclaim the doctrine of free, public education for all without other restrictions than those imposed by individual capacity or volition.

The early colonists in their establishment of schools naturally took for their models the schools with which they had been acquainted in the mother country as pupils, or teachers, or interested citizens. In the first part of the seventeenth century, when the period of colonization began, there were in England numerous grammar schools in which nearly all the time of the pupils was devoted to the study of Latin to the neglect of English and arithmetic and writing. Latin accidence, Latin grammar, Latin construing, Latin composition, Latin conversation constituted the daily pabulum of the pupils. Greek also received attention; first the grammar, then the New Testament, and after that selections from Socrates, Xenophon, Plato, and Demosthenes. These schools were exclusively for boys, as they were designed to prepare youths for entrance to college, where they might be trained for service in the church. They were as free as endowment could make them, but sooner or later tuition fees were required of the pupils with the exception of certain designated classes, because the original endowment proved inadequate.

They were not supported or directed by the state, but by the church or gilds or individual benefactors. The grammar schools of the colonies, sometimes called Latin grammar schools and sometimes Latin schools, were free only to the poorest pupils and were established to fit pupils for entrance to college, usually to some special college. The Boston Latin School was established in 1635 by action of the town meeting, and soon afterwards like schools were established in other towns of the Massachusetts Bay Colony. The ardor of this colony in educational matters is proved by the law of 1647, which ordered that every township should establish an elementary school as soon as the number of households increased to fifty, and a grammar school as soon as the number of households increased to one hundred; that the master of the grammar school should be able to fit the boys for entrance into the university, and that his wages should be paid either by the parents or the masters of the children, or by the inhabitants in general. If any township should fail to comply with this law, it was ordered that five pounds should be paid by it to the next town each year until the order was performed. It is true that the legislators who enacted this law had distinctly in view the preservation of the religious faith they held. Nevertheless its action was suggestive of much subsequent legislation with reference to the establishment and maintenance of educational systems by civil authority. Similar laws were enacted by New Hampshire and Connecticut. Naturally these Latin grammar schools were not popular with the common people who were unable to send their sons to college; for they failed to see the advantage of studying Latin and Greek, of which the course prescribed mainly consisted in order to meet the entrance requirements of colleges with which the schools were closely connected. In England itself, the grammar school was used mainly by the middle and higher classes, the more prosperous tradesmen, the lesser landholders, and the younger sons of the nobility.

Following the period of the grammar school, which may be said to have occupied the field of secondary education up to the time of the Revolution, came the day of the academy, though of course no definite line could be drawn between the two periods, for the one fades into the other as do the pictures of dissolving views. As early as 1743 Benjamin Franklin began his plans for the establishment of an academy in which American youth should learn "things that are likely to be most useful and most

ornamental," plans which eventuated in the establishment of the Public Academy of the City of Philadelphia.

The grammar school had been expressly a college preparatory school and as such had served the higher, wealthier classes when the stratification of society was distinctly marked, as it was in the colonies. The academies were more democratic and in their curriculums included in addition to the classics, subjects that would afford a broader culture and training for social, industrial, and commercial life. Their ideal was liberal culture and they introduced such subjects as seemed to serve their purpose. In this way their courses came to be in the early part of the nineteenth century not merely preparatory to the college courses, but richer and more extended, and so exerted a strong influence upon the colleges for the introduction of other courses than the classical. In the first part of the ninetenth century five new subjects were given a place among the requirements for college: geography, English grammar, algebra, geometry and ancient history. Up to 1800, Latin, Greek, and arithmetic had been the only studies required for college entrance examinations. In these changes the influence of the academies seems evident.

The academies were generally corporate bodies established for philanthropic purposes and often were liberally endowed. Sometimes they received help from state or city, but even then found it necessary to charge tuition fees, as their endowment did not suffice for their maintenance. The admission of girls to some of the academies was a long step in advance. It did much to help on the movement for higher education of women, which the coeducation of the high schools later greatly advanced. Moreover, the education of girls in the academies was of great service to the elementary schools of the time in the preparation of teachers, who were then sorely needed. In this work they became the forerunners of the normal schools.

But there were characteristics of the academies which ultimately made it impossible for them to satisfy the educational needs and views of a democratic state. Primarily they were not public institutions; for they were not established by the body politic and were not at all times directed and controlled by it. They were, on the contrary, endowed institutions and did the bidding of their founders, who, whether one or many, did not constitute the public of which they were only a part. Naturally

and properly such establishments sought to do the will of those who created and maintained them.

Within the limits of their corporate rights they were independent and so were not easily influenced in their administration by the wishes of the people generally. They were not free for all, but only for those who met the conditions imposed by their private founders and their successors or managers, which included the payment of certain tuition fees necessary for their continued existence but prohibitive for many children. They did not satisfy the growing demand of the public for the extension of the system of public schools through primary, elementary, and secondary grades. The most liberal foundations, however generous their endowment may appear, did not adequately provide for their free use by the public at large. For such use no private philanthropy could suffice; and there are instances in which the generosity of public-spirited men stood in the way of progressive public action that would have made adequate provision for actual and prospective educational needs, if the academies had not been available for the use of those who could afford it.

Boston again led the educational procession by establishing an English high school in 1821. It is to be noted, however, that this school was exclusively for boys, and that a high school for girls opened five years later strangely enough was discontinued after a prosperous existence of two years and not reopened for nearly a quarter of a century, and then as a training school for teachers. Meanwhile other localities had not been unmindful of the rights of girls to equal educational advantages.

The Latin grammar school had been preserved through all these years, retaining its original distinctive purpose of fitting young men for the university. This English high school was established, among other reasons, to meet the needs of those who did not intend to go to college but wished to prepare for active life. To quote from the Prize Book of the Latin school: "Public opinion and the wants of a large class of citizens of this town have long been calling for a school in which those who have either not the desire or the means of obtaining a classical education might receive instruction in many branches of great importance which have usually been taught only at the colleges."

This action of Boston followed closely the provision of primary schools as a part of the public school system and was a logical and natural outgrowth of that action. Other towns of

Massachusetts followed the example of Boston, and the movement soon extended to other states.

In 1838 the Central High School of Philadelphia was opened by virtue of the authority granted by the Pennsylvania legislature two years before, in these words: "That the controllers of the public schools of the city and county of Philadelphia be, and they hereby are, authorized, whenever they shall think proper, to establish one central high school for the full education of such pupils of the public schools of the first school district as may possess the requisite qualifications." Later its purpose was stated by its principal to be "especially to provide a liberal education for those intended for business life." In 1809 and 1818 there had been established elementary schools to which a man might send his children without cost to himself if he would declare that he was unable to pay for their schooling. This law caused the public schools to be stigmatized as "poor schools" or "pauper schools" and shut their doors to all who were too high spirited to subject their children to such humiliation and indignity. But this condition was swept away by legislative enactments of 1834 and 1836, which opened the schools to all without regard to wealth or social distinction and provided for the establishment of the high school which should unify and stimulate and carry forward the work of the elementary schools to more advanced stages or to completion, and react upon them directly by training teachers for their service.

The increase of commercial relations between the states and with other countries, the growth of business enterprises in the centers of trade, the demand for real public elementary schools and for schools to which those might go who had completed the work of the elementary schools, worked together for the creation of the high school as a part of the public school system.

Before the middle of the century high schools had been established in many places and their growth from that time has been phenomenal. Accurate statistics have not been compiled until recent years and are very difficult to secure even with reference to existing schools; but from reports published by the United States Commissioner of Education, it appears that the public high schools have advanced with rapid and even tread as to number of buildings, number of teachers, number of pupils, and cost of housing, equipment and maintenance.

The number of schools, teachers and pupils in public high

schools in 1911 was more than four times as great as in 1890; over 88 per cent of all secondary pupils were to be found in them, 433,053 boys and 551,624 girls, 984,677 secondary pupils out of 1,115,326, more than one pupil for every one hundred men, women and children. The value of grounds and buildings reported by 8647 out of 10,284 schools was $248,527,048. The expenditures for sites and buildings during the year were $24,299,909. The apparatus and equipment in use by 8066 schools was valued at $16,444,411, and the working income of 3757 schools from public appropriation was $18,331,973.

The statistics of no other system of secondary education are at all comparable with those of the public high schools of the United States. A critical study of these statistics discloses certain operative causes and well-defined tendencies, some of which it will be pertinent to consider.

In colonial days and in the early days of the Republic, it was hard for those in power to disabuse themselves of the unreasoning prejudice resulting from years of domination, and to lay down the exclusive privileges they possessed; and it was hard for the neglected and oppressed to awake to a conception of their rights and a determination to secure them. The generosity of philanthropists who founded academies or seminaries bestowed the privilege of education on those whom they chose from the masses, but it did not concede or extend to all children equality of rights or afford equality of opportunity.

The theory of equality of rights enunciated at the nation's birth had to gain recognition in the laws and practices of the several states before it could be fruitful of equality of opportunity. The anxieties, the toil, the privations, the sufferings of the revolutionary period, and the necessity for combined, concerted action for safety and defense were effective in brushing aside empty conventionalities and in raising men everywhere to the level of comradeship. Artificial distinctions were melted away by the fires of a common patriotism, kindled by a common cause, and thereafter appeared less essential, less worthy of retention, less defensible. Yet it took some time for the states to loosen and throw aside the shackles of caste, which still bind the hands and feet of England and Europe, where higher education is designed for prospective leaders in state and church, who are to be drawn from the sons of the nobility and from the sons of men of wealth and social standing or from the brilliant sons of

common people who attract to themselves special notice by reason of their exceptional ability; where secondary education is provided for those destined for higher education and special elementary schools for these same elect, while scant rudimentary education is the portion allotted to the children of the poor.

The public schools of the United States are the schools of all the people. The high schools have been created by action of the people themselves, through their chosen representatives, and provision has been made for them in the constitutions of the states. They are free to all the children of the several states without discrimination as to financial or social standing or as to sex, and without payment of tuition, and in many states without individual expense of any kind for books or materials. They are under the immediate direction and control of the people and are to be conducted in the interest of all the children of the community they serve, in the light of all the intelligence and expert knowledge that can be brought to bear upon the subject of education. They were established through the activity of far-seeing public-spirited citizens, who were supported in their efforts by the intelligent voters of the various communities, who happily were in the majority, though not without dissent. They were opposed for a time by certain classes of citizens. One of these classes consisted of those who had the means to pay for the education of their own children and preferred the exclusiveness of the private schools. They were not willing to contribute toward the support of public schools which they did not expect to use. Another class was composed of those who were indifferent to the advantages of education for their children because they themselves were uneducated and ignorant or felt too poor to support their children during the years in which they would attend the high school. A third class consisted of those who favored the establishment of high schools and wished them to attain a high degree of efficiency, but did not trust the judgment and stability of the people enough to commit to them a matter of so great importance as the conduct of a system of public education, and preferred to endow free private academies. It is quite evident now that all these classes were in error. The logic of events has rendered their position untenable.

The power of the law was evoked by the opposition to prevent the collection of taxes and the expenditure of public money for

the establishment and maintenance of high schools. The decision of the Supreme Court of Michigan in the Kalamazoo High School case, which was handed down in 1872, settled affirmatively the question of the authority of local boards to establish high schools in the absence of special statutory provision for them and is a decision of special significance because of the precedent it established at a time when state systems of secondary education were shaping themselves. The history of legislation with reference to high schools is exceedingly interesting, revealing the growth of public spirit with regard to the right and duty of the state to educate its children.

The high schools are the natural, logical sequence to the elementary schools whose children they receive at a certain stage of progress usually reached by eight years of work. They do not select the brightest of these pupils and reject the rest as undesirable material, but welcome all who satisfactorily complete the eighth year's work as the material with which they are to labor for a longer or shorter period; four years if they may, for a shorter period if they must, but at all events earnestly and hopefully, striving to produce in each that increase of stature, physical, mental, moral, and spiritual, which may be secured in a given time, be that one or two or three or four years.

The problem of the high schools is not to produce brilliant scholarship in a few notable instances, though that result is much to be desired and not by any means to be ignored. It is rather to raise to a higher level and indeed to the highest possible level the intelligence and morality, the reliability, the honesty, the social efficiency, the civic righteousness, the public and private probity and virtue of the community in the only way in which such a result can be brought about, and that is by an effectual, timely appeal to the mind and heart and will of the individual; an appeal based upon a knowledge of his character and sensibilities and intelligence, of his maturity and environment.

The public schools in general and the high schools in particular are a conspicuous and luminous example of the abiding purpose of the people of the United States to give to all men equal opportunity. Wealth, social position, birth, sex, race, nationality — none of those things entitle a pupil to special consideration in them. Character and actual achievement alone secured recognition. Other nations have free elementary schools; the United

States has free secondary schools, open without distinction to all who have satisfactorily completed the elementary schools. They have not been imposed on the people by authority of overlords or rulers who felt that intelligent helpers were needed for the efficient execution of the laws of the nation and decided to train men for such service. They were not bestowed upon them as a beneficence of some man of large means who looked with compassion on the low estate of the common people and sought to raise them to a higher plane of intelligence and morality. They have not been illustrations of missionary spirit seeking by denominational teaching the salvation of the youth who would attend them or the preparation in the schools of ministers of an established church or zealous, militant sect. They have not been designed for the education of any particular class or kind. They have not sought to influence, much less to predetermine, the choice of life work or occupation, but they have tried to give to every pupil a vision of the world with its various interests and divergent avenues of occupation. They have sought to help the pupil to find himself, to discover his peculiar aptitudes and tastes and powers, to study his environment, that when the time comes for a choice of life work, it may be made intelligently, of free will, and not by constraint of locality, or circumstance, or family connection, and with knowledge of work and workers, with inventory of his own personal traits, habits, tendencies, capacities and powers.

The wisdom of this course becomes apparent when we take into consideration the fact established by the experience of the world, that not all the genius, not all the talent, not all the native ability, not all the virtue, not all the industry, not all the energy, not all the determination is possessed by one class of society; that these things are not transmitted from generation to generation in unbroken line; that there is always a founder to every noble house, though many descendants may bring disgrace upon it. The nation that ignores these facts in the education of its people, that trains the few and neglects the many, that seeks its artisans and mechanics in one class, its merchants and captains of industry in another, its statesmen and professional men in still another, inevitably deprives itself of much strength in all kinds of work.

From the first it seems to have been the guiding principle of the high school to prepare its pupils for the activities of life. The

interpretation of this principle has varied with the administrator and with the times but a constant element has persisted through all the changes. There has come a recognition of the truth, that "life is more than meat and the body more than raiment"; that "the things that are seen are temporal, the things that are not seen eternal"; that while men and women must have a vocation they must also have an avocation; that they must be able to make a living for themselves and those dependent upon them, but should have the life of the spirit permeating and directing and transfiguring the life of the flesh to make it worth while to live, that they may not, like Saul, be "lost among the stuff" when called to the kingship of the realm, the direction of the social order, the realization of themselves.

Conscious of its obligations to the college for assistance rendered in suggesting ideals and establishing standards, as well as in supplying well-informed though inexperienced teachers; recognizing also the great contribution of the college to the state and to the individual who subjects himself to its disciplines, the high school in the past, too humbly, perhaps, and too timidly, and with too little self-assertion, too little courage of its own convictions, has tried to comply with the demands of the college with reference to entrance requirements. But of late, fully conscious of its obligations to the whole community and grown bold with the confidence that is born of the knowledge of the nature and attainments of its pupils and of the realization of their needs and their strength, their capacity for study and their success in doing the quality and quantity of work expected of college students after matriculation, it has become insistent that college requirements should be justified in the minds of those who voice the judgment of well-organized systems of high schools.

As a result of reiterated statements of the position of the high school there is now evidence that the breach between the high school and the college will not grow wider but will be closed by the adoption of plans and methods of determining the fitness of pupils, that will be acceptable to the high school, reassuring to the college, and just and advantageous to the pupil who knocks for admission at the college gate, after four years of successful work in a typical high school, with credentials duly attested and confirmed.

The University of Chicago, Harvard University, the University of Michigan, and the University of Pennsylvania have

contributed much to the satisfactory solution of this vexed problem by their recent independent action. Such a result should crown the labors of the North Central Association of Secondary Schools and Colleges with its practical and effective accrediting system, of the Association of Colleges and Preparatory Schools in the Middle States and Maryland with its helpful system of uniform college entrance examinations, and of the National Educational Association with its discussions of principles and deliverances of special committees, in their effort to coordinate the work of the college and secondary school so as to make a continuous ascending series consisting of three interlocking inclined planes of educational development. A unique achievement it would be, well worth the continuous efforts that have been devoted to it. The importance of arriving at a conclusion satisfactory to both high school and college appears when the number of high school graduates who intend to go to college is considered; for in 1910 they constituted 34.5 per cent of the whole number of high school graduates, not counting those who go to normal schools and other higher institutions, who constituted 11.1 per cent of the whole number. With this distracting question settled, the high school will be able to address itself calmly and with concentration of purpose to the complex problem of diversified yet harmonious education for the youth of the nation.

The tendency to broaden the course so as to include every study that has demonstrated its right to a place in the curriculum as a means of securing self-realization or social efficiency is marked in the high school of today more prominently than ever before.

As things now stand in the high school, the boys and girls who expect to go to college or scientific school find opportunity to prepare for the institution of their choice, and their presence in the high school often enkindles the desire of those whose aspiration for higher education might not have been awakened otherwise.

Those who are to engage in business pursuits receive in the high school instruction that prepares them for immediate entrance upon the actual duties of the accountant or the stenographer with intelligence and adaptability qualifying for advancement to positions of greater responsibility.

The young woman who wishes to prepare herself for the assumption of household duties or for the independence of

Governor Dix and Chancellor Reid leading the dedicatory procession

dressmaker or milliner or cook, may pursue the course of domestic science which will fit her for the exercise of these distinctively feminine arts.

The boy who is interested in material construction and would like to learn to fashion articles of wood or iron may here acquire a knowledge of the use of tools and machinery and gain some skill of hand together with a just appreciation of the craftsman's work.

The pupil who delights in the revelations of science that are to give man the direction of the resistless forces of nature, here learns the elementary principles that have been discovered, thinks over again the wonderful thoughts that have been so prolific of invention in these later days, learns the methods of scientific research that have been pursued so effectively, and treads with inspiration the paths of discovery and investigation.

The study of form and color and design, of decoration and representation, leads to an appreciation of the beautiful in nature and in art, discovers and cultivates native ability to produce in artistic forms that which observation or imagination brings to mind or presents to view, and so contributes to the refinement of the home and the satisfaction of man's natural craving for the beautiful, and at the same time suggests possibilities of useful, remunerative employment and real social service and betterment.

The study of Latin, in spite of the introduction of modern languages, still engages the attention of nearly one-half the entire number of secondary pupils. Its value as an aid in the study and appreciation of English, its linguistic value as the mother of other tongues, its relation to Roman organization and Roman civilization, whose spirit lives and breathes in the language of their authors, and to succeeding civilizations influenced by Roman law and Roman literature, and its literary value as an expression of the thoughts of the dominant Latin race and of the earlier periods of the history of nations of modern Europe have given it a place of great importance in the curriculum of secondary education in all lands.

Modern languages also have been given an important place in the curriculum because of the intimate business and social relations of the United States with the nations of Europe, because of their literary and scientific content, and also because of the insight they afford into the life and spirit of the nations that write and speak and think in them.

Mathematics retains its ancient sway, though its introduction into the secondary and higher institutions of the United States was comparatively recent. Next to the subjects of the English language and literature, algebra, geometry, and trigonometry occupy the attention of the largest number of high school pupils. They are closely and logically connected and so furnish a body of intimately related material sufficient to occupy the pupils' minds for the period of the high school course. The widely extended and diversified applications of mathematical reasoning make this study essential to the education of the high school pupil.

The secrets of history are revealed to the pupil as in imagination he lives again the years of the past, mingles with the men and the women of other times and other lands and sympathizes with them in their aspirations and struggles for better social, industrial, and political conditions. He traces from the earliest beginning the development of the institutions which embody the principles of the civilization of the day, the home, the school, the church, the state. He studies the experiments in government made by his own and other countries, sees the sequence of events in the growth of the consciousness of human freedom, perhaps dimly and imperfectly, but clearly enough to be impressed by the general trend toward the far-off goal of humanity, when strife shall cease and love shall reign; when righteousness shall be exalted, and the truth shall make men free and give them abundant life. By contemplation of the progress of the race, seemingly so slow to him who marks its weary milestones, he may find his soul aflame with strong desire to move with the spirit of progress, to be an active agent in the forward movement, not a passive or indifferent sharer in it, and so become a center of power for social service and civic betterment.

The pupil studies the English language and practises its use and is brought into contact with the best expression of the finest thoughts and the loftiest ideals, and learns to appreciate and enjoy them. He is given a taste of the refreshing stream of literature, which may become to him a perennial source of pure delight and deep satisfaction, filling his leisure hours with choicest companionship and slaking his thirst for the deep things of the spirit, constantly awakening an intense longing for ideals which itself provides in full measure.

Other subjects have received deserved recognition, and the high school stands ready to place in its curriculum whatever

subject the great, loyal, progressive public approves after mature deliberation, full discussion, and consultation of educational experts. It has the confidence and enthusiastic support of the public enlightened by an ever increasing body of intelligent voters, including graduates and former pupils, who are pledged to its maintenance and support, both material and moral. It fronts the future with a growing sense of its responsibilities, but with deep devotion to public education and with confidence in the issue.

This imposing and magnificent Education Building, whose dedication the exercises of this week are designed to celebrate, is a fitting monument and symbol of the great work of the University of the State of New York, whose organization is the admiration of all other states and a model for many in so far as it has been possible for them to pattern after it. Its work is far grander and more lasting than any material structure, however massive, however stately, however chaste, however beautiful, however expressive of the spirit embodied, and will endure through all eternity in the souls quickened by its benign influences.

THIRD SESSION

Dr Charles Richard Van Hise

THIRD SESSION

Wednesday, October 16th, 10 a. m.

CHANCELLOR REID: We begin the second day of this educational convocation by going west and I am to have the pleasure of presenting to you and you are to have the pleasure of listening to the head of one of the very great educational institutions of the country. In my boyhood the first of the big educational institutions in the West was the University of Michigan. I do not wish to say that that great university has lost place, but I think I am quite warranted in saying that other great western universities have greatly advanced. The president of one of these great universities is to address you this morning on the most important question that we can consider in a republic, "Carrying Knowledge to the People." I have the pleasure of presenting to you Dr Charles Richard Van Hise, president of the University of Wisconsin, who has done us the honor of coming to share in the work of this convocation.

CARRYING KNOWLEDGE TO THE PEOPLE

CHARLES RICHARD VAN HISE: The early American college was patterned upon the English college. Whether called college or university, it was essentially an institution for instruction in the liberal arts; its idea was that of culture. Later, and especially in the latter half of the nineteenth century, the demand arose for professional education. This demand was first mainly met by the establishment of independent schools. Numerous schools of law, medicine and theology were started in various parts of the country. Schools of technology, illustrated by the Massachusetts Institute of Technology, Lehigh, and Stevens Institute, were founded. The demand for agricultural education came somewhat later and this demand was met by the agricultural colleges. Later many universities adopted the idea of professional education and annexed already existing schools or created new schools or colleges of medicine, law, theology, agriculture, engineering, chemistry, commerce, journalism, pharmacy etc. The idea of research came into the American university in a large way when Johns Hopkins was founded. This idea is now

regarded by the greater universities as of equal importance with that of vocational training. Thus until a few years ago the scope of the university, so far as instruction was concerned, was confined to the students attending the institution. Gradually, however, it dawned upon the consciousness of the educational authorities that the university had an additional duty — that of carrying knowledge directly to the people.

The principles which demand such service may be clearly formulated. To about the middle of the nineteenth century the advancement of knowledge was comparatively slow, and at least a fair proportion of the knowledge that the people could apply had been assimilated by them in the more enlightened nations. But since the year 1850 the advancement of knowledge has been greater than in a thousand and probably in five thousand years before. The result is that the accumulation of knowledge has far outrun the assimilation by the people. Much of this knowledge has accumulated during the past twenty-five years, since men still in full maturity have left the schools and colleges.

To illustrate: We know enough so that if that knowledge were applied the agricultural products of the nation could be easily doubled. We know enough about soils so that they could give this result and improve in their fertility instead of deteriorate. We know enough about scientific medicine so that if the knowledge were applied infectious and contagious diseases could be practically eliminated within a score of years. We know enough about the breeding of animals so that if that knowledge were applied to man, the feeble-minded would disappear in a generation, and the insane and criminal class be reduced to a small fraction of their present numbers. Even in politics we have sufficient scientific knowledge so that if it were fully used, there would be vast improvement in the government of this country.

The specific idea of service under consideration is then that the university shall carry to the people the knowledge which they can assimilate for their betterment along all lines.

It may be suggested at this point that, while this idea of service can not be gainsaid, it is not a function of the university but rather of some other instrumentality. If it is meant by this that it has not been the function of the traditional university, to this dissent can not be made. But it seems to me that whether it is the function of the university should be decided by the simple

criterion as to whether the university is the best fitted instrument to do this work. If it is so, it should do it without reference to any person's preconceptions as to the scope of the university.

By the phrase "carrying out knowledge to the people," I do not mean to include the regular instruction of the elementary, secondary, and vocational schools to children of school age, nor the instruction in colleges and universities. To those having the opportunity of elementary and secondary schools, colleges, universities, and professional schools, the best means of transmitting knowledge is the regularly organized educational institutions; but as has already been indicated, a large part of the knowledge which could be applied to the advantage of the people has accumulated since men and women of middle age have left the schools; and also large numbers of men and women, now engaged in the active work of the world, have not had the opportunities of the schools. It is this great class of people, constituting roughly about four-fifths of the population, that is now being considered.

Carrying out knowledge to the people requires the highest grade of experts. It involves comprehensive knowledge of the more recent advances along all lines. The work of carrying out knowledge must be organized at some center. What other organization can meet these specifications better than a university? Objection has been made to this undertaking by the university on the ground that it will involve work which is not of college grade; a further objection has been made that so far as the work is of university grade it can not be done elsewhere so well as at the central institution. The hypothesis upon which the first objection is based is that the university shall not extend its work beyond traditional boundaries. The second objection is a theoretical one which must be weighed by results; and even if the objection be sound with reference to some subjects, it does not follow that this is true for all.

If a university is to have as its ideal, service on the broadest basis, it can not escape taking on the function of carrying out knowledge to the people. This is but another phraseology for university extension, if this be defined as extension of knowledge to the masses rather than extension of the scope of the university along traditional lines. The history of university extension shows that the point of view above given was appreciated in a measure by the Oxford Commission which drew up a scheme for extension in 1850, more than sixty years ago.

I therefore conclude that the broadest ideal of service demands that the university as the best fitted instrument shall take up the problem of carrying out knowledge to the people so far as the same is necessary to supplement the work of the elementary and secondary schools.

By the above it is not meant to imply that the university is the only instrument which can perform extension service. Work of this class has been done for many years by the Lowell Institute in Boston, the Cooper Institute in New York, the Peabody Institute in Baltimore, and by other less noted institutions. These institutions have special foundations, the money of which was largely granted for what now may be called extension work; they are conclusive evidence that the founders had a clear appreciation of the needs of the people for the extension of knowledge. Other important instrumentalities for extension are the various lyceum bureaus, Chautauquas and their summer schools, literary and scientific circles, and the various American schools of correspondence.

With a few notable exceptions, however, it is clear that the university is the institution which is most advantageously organized to carry on extension work. A few years ago it might have been a moot question as to the advisability of recognizing as a function of the university, in addition to the instruction and investigation, this third great field. But now the consensus of judgment of men in charge of universities has clearly decided the question. As has already been indicated, the idea originated at Oxford; Cambridge followed Oxford's lead.

So far as I am aware, university extension was first definitely organized in this country by the University of Wisconsin. In that institution, agricultural extension in the form of farmers institutes had an annual appropriation of $12,000 as early as 1885; but it was not until 1888–89 that the English idea of university extension was there taken up. Says the catalog of 1888–89 (page 51): "The realms of knowledge widen as fast as the possibilities of instruction, and faster than the possibilities of general reception; but it is no more impracticable to extend the popular range of university education than to extend the sweep of the university courses. It can scarcely be more prophetic to contemplate the higher education of the masses today than it was to look forward to the common education of the masses a few centuries ago. The latter nears its realization; endeavor now begins to reach forward toward the former." While not signed, unquestionably these are the words of Dr T. C. Chamberlin, then president of Wisconsin.

The English extension idea soon spread and was taken up not only by other universities but by many organizations and societies, some of the latter being formed definitely for this work. For instance, extension work began at Minnesota in 1890–91, only two years later than at Wisconsin, the work being done at St Paul under the auspices of the Academy of Science, and at Minneapolis under the direction of the Public Library Board.[1] The earliest and perhaps the most successful of the independent societies was the American Society for the Extension of University Teaching, organized at Philadelphia in 1890.

The idea of extension caught like wildfire and by the end of 1890, it is reported that more than two hundred organizations were carrying on extension teaching in nearly every state of the Union; and a national conference on university extension was held in December 1891, at Philadelphia.

The extension movement, taken up with great enthusiasm, had an immediate success; but like many other propaganda, its activity and strength were largely ephemeral. In a few years, with the exception of agricultural extension, there was a distinct decline in the power of the movement, and many institutions which still announced extension did this work only to a very small amount in a nominal way. One marked exception to this is the University of Chicago. Its first annual register announced a comprehensive university extension division which included a lecture study department, a class work department, a correspondence teaching department, an examination department, a library department, and a training department.[2] Three of these departments were later discontinued but two have kept up their activity to the present time.

Wisconsin was among the universities in which the extension movement, pushed with enthusiasm for a few years, later waned in its influence. It was not until the year 1906–7 that the extension division, then moribund, was recognized on a new basis. Since that time a large number of state universities have again vigorously taken up extension work and the movement has greatly expanded in the endowed institutions.

According to Dean Reber of the University of Wisconsin, in 1910 twenty-one state universities reported themselves as having

[1] Proceedings of the First Annual Meeting of the National Conference on University Extension, p. 201–2.

[2] Annual Register, University of Chicago, 1892–93, p. 173–98.

organized extension divisions under a permanent director or committee, and almost without exception, the twenty-five or more independent agricultural and mechanical colleges are doing extension work.[1] The list of state universities is as follows:

California	Minnesota	Oregon
Colorado	Missouri	Tennessee
Florida	Montana	Texas
Georgia	Nebraska	Utah
Indiana	North Dakota	Washington
Iowa	Nevada	Wisconsin
Kansas	Oklahoma	Wyoming

Columbia and Harvard well illustrate the recent expansion of extension work in the endowed universities.

In Columbia, until the year 1910–11, extension was carried on under the trustees of Teachers College, but beginning with that year the university took full control and financial responsibility for extension teaching, a director being placed in charge of the work. Classroom work has been regularly established outside of the university in Newark, in Brooklyn, and in lower New York City. Evening classes and Saturday classes are also held at Morningside Heights. This university also largely uses the lyceum method of extension, very numerous lectures being given in the city of New York, and some courses and lectures being given in New Jersey and Connecticut.

Harvard University has taken the initiative in forming a permanent commission on extension courses for work, especially in Massachusetts. President Lowell, in speaking of the establishment of extension, refers to the development of work of this kind in the great state universities of the West. He points out that the distinction between the state universities and the endowed institution should not be too greatly emphasized, and that the endowed institutions have public responsibilities similar to those of the state university. These include carrying knowledge to the people, adapted to their needs and without regard to their previous attainments.[2]

This commission consists of representatives of the following institutions: Harvard University, Boston University, Tufts College, the Museum of Fine Arts, Massachusetts Institute of Technology, Wellesley College, Boston College, and Simmons College.

[1] University Extension by Louis E. Reber, 11th Annual Conference of the Association of American Universities, p. 58.

[2] Report of the President of Harvard College, 1910–11, p. 19, 235–43.

The commission arranges that extension courses be given which are identical with or equivalent to those offered in the various institutions. The courses are maintained in part by fees from the students and in part from subscriptions from the Boston Chamber of Commerce and the Lowell Institute. The detailed administration of the extension work has been undertaken by Harvard and an administrative board for extension work has been created with a dean for its chairman. For students taking work by extension a special degree has been instituted by Harvard, Radcliffe, Tufts, and Wellesley, that of associate in arts, to be conferred upon those taking courses equal in number and character to those required for the degree of bachelor of arts without any requirements for entrance. It is interesting to note that this degree of associate in arts will suffice for admission to the graduate schools of Harvard University and other institutions.[1] In 1910–11, the first year in which the work was in operation, there were enrolled 863 students, of which number 395 received certificates.

Chicago has already been mentioned. Other endowed institutions are carrying on more or less extension work. Among these are Brown University, Tulane, Pittsburgh, and Northwestern.

The rejuvenated movement for university extension, beginning about five years ago, has shown power and breadth. The new movement, guided by the experiences and disappointments of previous years, is upon a sounder and broader basis than heretofore. Indeed, it may be said that the policy of carrying out knowledge to the people has become a general one with the majority of the stronger American educational institutions; and it may be confidently predicted that those universities that have not already recognized this will do so in the near future.

I shall therefore use the remainder of my time in giving a brief outline of extension endeavor in this country without any attempt to make the same exhaustive as to the particular lines of work done by the different institutions. So far as specific institutions are referred to this will be merely for the purpose of illustration.

The extension method of Oxford was that of a set of lectures with colloquiums and examinations. Naturally this was the first plan of extension transported to this country. As already noted, the method was enthusiastically accepted by many universities, but few have persisted in continuing it on a large scale. The chief

[1] Report of the President and Treasurer of Harvard College, 1909–10, p. 20–22.

illustrations are the University of Chicago in the city of that name and Columbia University in the city of New York. Much has been accomplished by the method, but its limitations have clearly appeared. The difficulties of a sparsely settled country have prevented its wide application; consequently in those institutions which are located in a great city with a surrounding dense population the movement has been most useful. Another difficulty with the lecture system is that it has been self-supporting. In order to accomplish this it has been necessary to have classes of large size; it has been necessary to make the treatment popular; and it has been necessary in the same community to follow one popular series of lectures by another of a wholly different kind.

While I would not underestimate the importance of the influence of extension lectures and the inspiration aroused by them, the method has the fundamental defect that it consists mainly in pouring in knowledge upon the recipients rather than consistent instruction for some length of time along definite lines, involving not only pouring in but drawing out, not merely giving information but requiring students to do work. In short, the lecture system is informational rather than educational.

The above facts have led to this class of work being dubbed "second rate at second hand."

It is notable in this connection that the secretary of the lecture study department at the University of Chicago reports a marked decline in the last few years in the number of lecture courses given and depletion of the ranks of successful workers; as a result the existence of centers at a distance from Chicago is very seriously threatened. Says the secretary: "It is with keenest regret that we are forced to contemplate withdrawal from any portion of this larger field of university extension so long cultivated by the university." He states, however, that if this is inevitable, it is to be hoped that the university will give itself with increased energy to the more thorough development of the field for popular adult education in Chicago and its suburbs.[1]

The above gives some of the reasons why the lyceum method of university extension to a certain extent has had a "flash in the pan" history, and only in two or three institutions has settled into a steady flame.

A second phase of extension work is that of instruction by correspondence. In this line the proprietary schools, not the university,

[1] President's Report, The University of Chicago, p. 99-101.

The auditorium during dedication week

first found the opportunity, exactly as education in medicine and law were not first developed in connection with the university but in the proprietary school. The great service which the proprietary correspondence school has performed to education in this country can not be gainsaid. Hundreds of thousands, indeed, it is claimed millions of students have received valuable instruction through this medium.

While many universities have announced courses for many years, Chicago has primacy in maintaining a successful correspondence department on a large scale. As has already been indicated, correspondence work was begun at the time of the foundation of the university.

Contrasting with the lecture work, the correspondence study department at Chicago has continued rapidly to grow. The number of registrations has increased from 1485 in 1901–2 to 4238 in 1910–11, and in the latter year the actual number of different students was 2925. Also the force of the faculty engaged in carrying on correspondence during the period from 1901–2 to 1909–10 increased from 23 to 89.[1] The Chicago correspondence work includes that required for entrance to the university and courses of college grade, each of which is recognized for its particular purpose when satisfactorily completed and an examination passed.

At Wisconsin, the correspondence work differs from that in Chicago in that a large proportion of it is vocational. Out of 5556 doing correspondence work in 1911–12, 4028 were carrying vocational courses not of college grade or designed for entrance to college. This work is very largely with apprentices and artisans who, finding that their vocational training is inadequate (indeed there has been opportunity to obtain regular vocational training in this country), desire to gain knowledge of the industry in which they are engaged whether it be patternmaking, plumbing, machine work, foundry work, or other trades. This is the class of work in which the proprietary correspondence schools have found their great opportunity, although their work is not confined to it.

When vocational correspondence work was developed at Wisconsin, defects appeared. The method required an unnatural amount of stamina; an artisan who never came in contact with

[1] President's Report, The University of Chicago, 1909–10, p. 102–6; 1910–11, p. 107–14.

his teacher would not continue work by himself in the evening after he had finished his day's work in the shop.

To remedy these defects a group of vocational students in a large shop are given the same work, and arrangements are made with those in charge of the manufactory for the traveling professor to meet the men from time to time. In most cases the manufacturer is willing to furnish a room for this purpose and gives the men time necessary for them to meet their instructor without reduction of pay. At present, Wisconsin is carrying on about eighty-five classes of this kind. Supplementing correspondence work by classroom work places the institution on a new and higher basis. One result of the improvement is that instead of a very large percentage dropping out before completing a course, as is the case in the proprietary schools, this percentage is small.

There can be no question that correspondence work, especially if it be correspondence supplemented by classroom work, has an enormous advantage over the lyceum method, in that it is truly educational; in that it demands that students do definite and systematic work under the guidance of a teacher.

Both at Chicago and at Wisconsin correspondence work, when satisfactorily done in courses of standard character, is accepted to one-half the amount required for a degree in absentia. Also a certain, but not so definite, amount of graduate work may be done to count toward a second degree.

Upon *a priori* grounds many objections have been brought forward by professors against accepting such work for credit toward a degree, and undoubtedly some subjects can better be treated by correspondence than others. This difficulty is met at Wisconsin by requiring no department to offer correspondence work. It is the testimony of those men in departments that have correspondence courses that they succeed in getting work of at least as high average grade as from an equal number of resident students.

It is my profound conviction that the corresondence method of instruction will become of increasing importance in work of college grade, and that it has enormous opportunity in vocational work at least to such time in the future as continuation and vocational schools are developed in this country on a basis as thoroughgoing as in some parts of Germany.

A third line of extension work is that of systematic instruction

at other places than the university by regular members of the staff. So far as I know, this method is most extensively in vogue at Columbia; as we have already seen, it has been applied to a considerable extent in Massachusetts, to a small extent at Wisconsin, in the city of Milwaukee, and perhaps by other institutions. At Columbia, the courses offered comprise a wide range of subjects in liberal arts, architecture, commerce, finance, engineering etc. The aim is to make the quality of the work the same as that in the university; and if the work is satisfactorily done, it is accepted for credit toward a degree. The first year of the inauguration of classroom extension work (1910–11), more than one thousand students took advantage of the opportunity.

Undoubtedly regular instruction is the most satisfactory form of university extension. Indeed, at centers where there are proper facilities in the form of books, or there are available to the students laboratories, this form of extension work may be made as effectively educational as work at the central institution. The class and laboratory method of extension has severe limitations in that it can only be applied in those cities that have library and laboratory facilities, and that contain a university in which some of the men are willing to undertake additional instructional work. This few able professors are willing to undertake, to more than a small amount. Therefore it can not be hoped that the amount of extension work of this kind will become very large, until special extension staffs are organized.

All the lines of extension work considered are of a kind for which a fee may be charged, and which therefore can be made to a greater or less extent self-supporting. In many cases these lines of endeavor have been made altogether self-supporting, but it can not be hoped that this will be true in the future. Extension, if made truly educational along the highest lines and with the best results, like any other educational work, will inevitably become a source of expense to an institution.

For another class of extension there is no return in fees; it is wholly a source of expense. This may be called general welfare work. In such work every university in the country is engaged in varying degree, and in many of them it is important; but so far as I know this division of extension work is on a more systematic basis at Wisconsin than elsewhere; and that institution is therefore used for illustrating the principle.

Some of the functions of the department of general welfare in

Wisconsin are as follows: It serves as a clearinghouse to answer reasonable inquiries of the people from all parts of the state in reference to any questions concerning which they desire information and expect advice. As has been indicated, the accumulation of knowledge is so vast and it is stored in so many hundreds of thousands of books and pamphlets that it is wholly impossible for a man in a rural community with small library facilities to get the data needed. Informational work can be very efficiently and economically done by an organized central staff having this as a special field. Its scope includes hygiene, sanitation, economics, politics, ethics, sociology, education, conservation, technical questions in agriculture, engineering, manufacturing, mechanics etc. A vast amount of work in the general welfare department has been done without differentiation, including the answers of many thousands of questions, conferences upon many matters, and assistance to many individuals and organizations.

Certain lines of general welfare work have become so important that they have become definitely formulated into special fields. One of these is service by a staff of university experts with reference to economic, social, engineering, and other technical questions, which arise in the legislature, before the commissions, or in the various state departments and institutions. In 1910–11 there were no less than forty-six men doing instructional work in the university who are also doing expert work for the state. These lines of cooperation, so far as finances are concerned, are divided as follows:

a The compensation of the staff is partly paid from the university funds and partly from the state funds, usually with, but in some cases without, a definite combination arrangement.

b Men receiving their compensation from the university serve on various commissions as experts and in other ways without pay from the state.

c Some men receive their compensation from the state and render instructional work in the university without pay.

In the state of Wisconsin is a general public utilities law. The wise enforcement of this law by a railway commission requires that a physical valuation of each of the public utilities be made, that these valuations be adjusted each year, that the rates of depreciation be determined, and in fact all information relative to cost and operation which can be determined by engineering experts.

Similar information is needed by the tax commission. This work is done for the railway and tax commissions of Wisconsin by the civil, mechanical, and electrical engineering staff of the university.

A very important technical service performed by the university staff is that of service upon state commissions without compensation from the state. These include the live stock sanitary board, the geological and natural history commission, the board of agriculture, the forestry commission, the board of immigration, the free library commission, the conservation commission, etc.

Another important line of expert service is that done by a large number of professors who do not have definite places on commissions, as for instance the work of the professors of political economy, political science, law, and sociology, who, at the request of the committees of the legislature, assist in the formulation of bills. In some cases professors have worked with the committees during several months in the formulation of important pieces of legislation, such as that of the railway commission and a water power law.

Finally, men whose main service is to the state and whose compensation comes from that source give lectures in the university, as in the case of the head of the legislative reference library and of the bureau of forestry.

In short, it may be said that for many aspects of state administration and legislation requiring expert advice, the assistance of the university staff is given. Help is granted when asked; great care is exercised not to volunteer in these matters lest the impression should become justified that the university is exercising its influence in fields not belonging within its scope.

The University of Wisconsin is not the only institution in which experts of the university are serving the state and municipalities. Harvard has a legislative municipal reference department; Columbia has a legislative drafting department. Some states have legislative reference departments which ask the cooperation of their universities to a greater or less extent. Here are included Indiana, Illinois, Nebraska, and California. In a number of universities there is cooperation in municipal work. These are illustrated by Johns Hopkins and Chicago. Indeed, the municipal research and reference departments in many states are calling upon professors in the universities for expert service.

Another line of general welfare work which has been definitely

organized is a municipal reference bureau. This bureau furnishes information on all subjects of municipal organization and administration, including public utilities, paving, sewage disposal, water supply, and the hundred other problems having scientific aspects which arise in a city. The establishment of this bureau at Wisconsin has been a marked success from the outset. At first there was some fear that such a bureau might create criticism for the university as entering into questions having a political bearing; but the information furnished by the university in reference to various problems is strictly scientific and not a word of criticism has appeared.

Another class of general welfare work which has been regularly organized is that of debating and public discussion. The American youth everywhere wishes to debate. At the crossroads and in the country town are very scanty libraries, or none at all, and he is unable to decide wisely upon questions for discussion. As a result of the establishment of this department, various political and social questions before the people have been formulated as subjects for debate. Syllabuses have been prepared which give in outline the legitimate arguments on both sides of the question, with references. Since the rural community has not the brief and documents referred to, these are sent with the questions and are available to both sides. The most burning political questions of the day such as the primary election, the election of senators by popular vote, the commission form of city government, and the guaranty of bank deposits have been analyzed and sent out to all parts of the state. And yet so fairly have the two sides of the question been presented in the syllabuses that there has been no complaint with reference to this department.

Another class of general welfare work in Wisconsin is that of educational exhibits of various kinds which are made at the county fairs, the state fairs, and in the villages and cities. This class of exhibits may be illustrated by the tuberculosis exhibit which has been shown in those towns of the state, many in number, which would furnish quarters for the exhibit, all without cost to the community except that of transportation.

Another line of work which has been undertaken is that of institutes and conventions. These may be of vocational nature lasting a few days, such as the bakers institutes, or may concern society and educational questions, as in the case of the municipal

and social institute held in Milwaukee in 1910–11, which extended through six months. The convention is well illustrated by the National Conference of Civic and Social Center Development held in October 1911, at Madison, and the National Newspaper Conference held July 1912.

The above sketch of the welfare work at Wisconsin is not designed to be exhaustive but merely illustrative. It is clear that there is no limit to the amount of that class of extension work which may be advantageously done. It is, however, a work which can not be made self-sustaining. The funds have come mainly from the extension appropriation, although in some cases, as in that of the municipal and social institute at Milwaukee, special gifts were received. The Anti-tuberculosis Association has contributed to the expense of the tuberculosis exhibit from the sales of the red cross seals.

The foregoing statement as to the scope of extension has not included agricultural extension which is a class of work by itself, having manifold phases, and which to treat adequately would occupy my full time. Suffice to say that it has not been found adequate to make agricultural discoveries at the various scientific agricultural stations of the world, at the station at Washington, and the various stations of the states. These may be embodied into bulletins and distributed broadcast without producing a widespread effect. It is necessary to go out and figuratively knock the farmer over the head with agricultural knowledge in order to get him to apply it. Thus there has been organized by the United States government and by the various state experiment stations and agricultural colleges, extension on a vast scale, including farmers institutes, farmers schools, short courses for farmers at the university, demonstrations in the field of various kinds, demonstration farms, dissemination of high-bred seeds through organizations such as the agricultural experiment association, comprising the graduates of the institutions, boys clubs leading to contests in county fairs, dairy scoring exhibitions, extension lectures, etc.

With reference to the future there can be no question of the prime importance of the agricultural extension work. Already in this country, a comparatively new one, a large proportion of the land east of the Alleghenys and Blue Ridge and a considerable portion of it even so far west as the Mississippi river, has become more or less depleted in richness, and large areas have been partially or wholly destroyed.

In the years to come there must be food and clothing from our soil for hundreds of millions of people instead of a hundred million, and within two or three centuries five hundred million people. If this vast host is not to be severely circumscribed in the development as are the people in India and China by insufficient food and poor clothing, this can be accomplished only by the dissemination of agricultural science to more than five millions of farmers of the country, a truly colossal task; and yet one which must be vigorously and successfully confronted.

It is apparent from the foregoing summary that the work of carrying out knowledge to the people is one of enormous magnitude and not inferior in importance or in opportunity to the functions of the university earlier recognized — those of instruction and research. The work is so vast that it can be best organized with the states as centers. In those states in which the universities are mainly endowed institutions these may well cooperate with one another, as is now proposed in Massachusetts.

In those states in which the universities are tax-supported institutions, they are the natural centers of organization. When fully developed, the work will not only involve in each state a center at the university but district centers. Already in Wisconsin, five such district centers in addition to the center at Madison are established and it is planned ultimately to organize several others. It should be realized at the outset that effectively carrying out knowledge to the people will prove to be expensive. Definite funds must be available, precisely as for the other colleges and divisions of the university. We may confidently predict that extension work will be sympathized with by state legislatures and will be one for which an appeal may be successfully made. To illustrate, at Wisconsin in 1905 enough work was done in extension from appropriations made to the university for general purposes so that by the year 1907, the legislature was asked for $20,000 a year for this work for two years. This sum was granted. Two years later, in 1909, there was appropriated for general university extension $50,000 for the first year and $75,000 for the second year of the biennium; and also $30,000 a year for two years for agricultural extension in addition to $20,000 a year for farmers institutes.

In the year 1911, the legislature increased the appropriation for general extension for the current year to $125,000, and for agricultural extension to $40,000, in addition to the appropriation of $20,000 for farmers institutes. Thus there will be available for

extension work of all kinds in Wisconsin for the current year, $185,000, plus the fees.

It should be noted that these increases in appropriations for extension have not resulted in curtailing the appropriations for the other divisions of the university. Indeed, it has been easier to secure appropriations for other lines of work because extension has been undertaken. The last Wisconsin legislature, for the general purposes of the university and for permanent improvements, educational buildings, land etc., granted precisely the amount which the university authorities requested.

Aside from Wisconsin, excluding agricultural extension, so far as I am informed only the following institutions have specific appropriations for extension. The figures for 1910–11 are as follows: Clark University, $5000; Columbia University, $30,000; Harvard University, for the year 1910–11, from the Lowell Institute, Chamber of Commerce and fees, $14,600; University of Maine, $1900; University of Michigan, $10,000; University of Montana, $1000; Ohio State University, $40,000; University of Vermont, $1000. These appropriations are annual unless otherwise specified. To these amounts should be added the fees which go to the extension work.

As already indicated, nearly all the agricultural colleges are doing extension work, either with specific appropriations or from their general funds. Amounts devoted to such work vary from $50,000 to $60,000 a year, as in the case of Cornell and Wisconsin respectively, to comparatively small sums.

These facts presented make it clear that utilizing the opportunity to carry out knowledge to the people will be an advantage rather than a disadvantage to the growth of a university along other lines. But this should not be its purpose; the purpose should be simply that of service. This idea was fully clarified in my mind when Ward's Applied Sociology appeared. Ward there proved that the greatest loss which we as a nation suffered was loss of talent. Talent is not the heritage of the rich alone, but is equally the heritage of the poor. If we could develop to the highest extent all our talent so that it would give us the greatest efficiency, not simply along material lines but along all lines, our progress would be amazing. As I have said before, this scientific treatise of Mr Ward simply proves what the insight of the poet Gray saw one hundred fifty years ago, that in the country churchyard may lie a "mute inglorious Milton."

It should be the aim of university extension to make this possible, to find the way for the boy and girl of talent, whatever the place of birth, whether the tenement on the east side of New York or the mansion of Fifth avenue, so that the state and the nation may have the advantage of his highest efficiency and at the same time make possible for him the fullest and largest life.

It should also be the aim of extension to assist the ordinary individual as well as the man of talent. If society were perfectly organized each individual would have an opportunity to develop to the fullest degree the endowments given him by nature, whether they be large or small. Doubtless this will never be accomplished fully, but it should be the purpose of extension to assist every individual in this direction. This then is the purpose of university extension — to carry light and opportunity to every human being in all parts of the nation; this is the only adequate ideal of service for the university.

Chancellor Reid: After the inspiring view of the intense and multiform educational activities in which the country is engaged on the one side of its educational work, we are about to go to the opposite extreme and ask your attention to "The Private Schools; Their Place in American Life." The gentleman whom you are to have the pleasure of hearing on that subject has very recently attracted wide attention in educational circles by a monograph on an attractive subject, "Country Schools for City Boys." He will develop that same side of our educational activity in the paper he is now to present to you. He is assistant professor of history and politics in Princeton, and that position in itself is a sure title to your attentive consideration now. It is my privilege to present to you Dr William Starr Myers of Princeton University.

THE PRIVATE SCHOOLS; THEIR PLACE IN AMERICAN LIFE

William Starr Myers: I feel sure that it was the part of wisdom that caused the authorities to give a place on the program to the private schools, and that the place is a rightful one. Over one and three-quarters of a million of pupils are today in the private schools of the United States, and nearly three hundred thousand are in that kind of school in New York State alone. Of course by private schools I mean those that are supported by the payment of tuition fees for the instruction that is offered.

Dr William Stary Myers

Furthermore, in the institutions of this type are found the very beginnings of American education, dating back to a time when our public schools were hardly thought of, and certainly before they were called into being.

Our colonial American ancestors so highly valued education that scarcely was the first fringe of settlements established along the Atlantic seaboard when provision was made for the founding of schools, and these schools were public only in the sense that any person could send a child to them on payment of tuition. That is to say, they were what are known as private schools today. The Boston Latin School dates from the year 1635, the Roxbury Latin School from 1645, and the Penn Charter School at Philadelphia from 1698.

As early as the year 1621 the Dutch West India Company charged its colonists to maintain both a clergyman and a school teacher, and in 1625 the Dutch colonial estimates for New Amsterdam included the salary of a clergyman at 1440 florins, and of a schoolmaster at 360 florins. Thus we see that even in that early day a school teacher, though a most important element in the population, was considered hardly worthy of his hire. Verily coming historical events did cast their shadows before.

We find, however, that the parsimonious educational policy of the old Dutch burgomasters was rewarded in the year 1633, as is usual even in like cases today, by the appearance in New Amsterdam of Adam Roelandsen. Whether he was inspired by the real missionary spirit that forms a large moiety of the reward of the schoolmaster at the present time or really was following the line of least resistance in the effort to make a living, I know not. Suffice it to say, he became the first teacher in what has grown to be the great State of New York.

Aristotle said that "As the state was formed to make life possible, so it exists to make life good." A democratic form of government is itself not possible, nor is life good without education, so the State is compelled to take it up in self-defence. It is to the eternal credit of the old New England Puritans that they first realized this, and believed as Daniel Webster later expressed it, that "On the diffusion of education among the people rest the preservation and perpetuation of our free institutions." In the year 1647 the General Court of Massachusetts passed the celebrated general school law which provided that there must be a school for every town of fifty householders, and also a higher or

grammar school in addition if the town contained one hundred householders.

From these beginnings arose slowly and during a long course of time that extended almost to the present day, our modern school systems both public and private, which stand as the greatest and most important of native American institutions.

As might well have been expected, it was the public school of the city rather than that of the country that first reached a state of efficiency. Those in the country districts were always very backward as they are even now in many parts of the United States. To meet this need, the more prosperous country families founded the large boarding schools which have become so potent a factor in the educational life of today. Often they were led by the church, which was then as always foremost in the work of helping humanity. Andover, Exeter, Lawrenceville, St Paul's (New Hampshire), St Mark's, and many others date from this period. Furthermore, as the cities grew, children were sent away to these schools, or to girls' schools of the same type, in order that they might gain the benefit of a healthy country residence amid the best surroundings, and for the additional reason that they soon came to be looked upon as offering the best preparation for college. Thus a new inspiration was given to the movement, and in later years the number of such schools was wonderfully increased. Groton, Pomfret, Nichols, Hill, Hotchkiss, and MacKenzie Schools, as well as the military schools which owed their impetus largely to the influences of the Civil War, may be mentioned as dating from this later period.

As was said above, it was during all this time that the public school system was rapidly developing, but it should not be forgotten that we have built it up somewhat in the same way in which the British Empire is said to have been made, in successive fits of absence of mind and seldom realizing the greatness of the work in which we were engaged. Naturally many important questions have been overlooked or inadequately considered, and thus is left open to the private schools the opportunity to play their old familiar rôle, that of pioneers in American education. Not only are they acting as allies of the public schools in helping to educate young America (and our public school system is still so inadequate in spite of our best efforts that it needs all the help that it can get), but they are also able through the advantage of a more narrow and a more homogeneous patronage, and more

adequate resources, to make educational experiments otherwise impossible on the broad scope necessary to meet the requirements of the public schools. This the private schools have done. Geography, music, drawing, kindergarten, nature study, were first introduced in their curriculums and later obtained a recognized place among the courses in our public school system.

Today the private schools are working hard and are solving such problems as those of out-of-door classes for anemic children, the proper regulation of athletics, and the introduction of elementary sciences. Most important of all, they have found a way to provide country schools for city boys and girls — schools near enough to the city to allow the pupils to come from their homes each morning in time for the regular opening exercises and to return to them before dark and in time for the evening meal. Thus they give opportunity for healthful play in God's open air, away from the unwholesome and harmful influences of the city streets, and yet without removing the child from the all-important influences centering around the home. This aids the normal growth of both the mind and the body. Chesterton has well said that "the absence from modern life of both the higher and lower forms of faith is largely due to a divorce from nature, and the trees, and clouds." It is now the duty of the state to guard against this loss of faith by making possible the advantages of these country schools to all our city children, and I believe it can and will be done.

Lord Kelvin has said that the objects of education should be two — to enable the students to make a living, and to make life worth living. Of course these two objects are so bound up that it is impossible to pursue one without the other, yet by the nature of the case the public school is compelled to keep before it as a prime object the enabling of its pupils to make a living, while the private school is enabled to turn its attention to the problems connected with making life worth living, for nearly all its pupils come from families well supplied with the mere necessaries of life. It has also a further duty, and that is, so to solve the problems that deal with the enrichment of life that the public school may get the benefit of the solution, and use the results for the increasing happiness of every child that lives within the broad bounds of our nation.

While the private schools also may act as a friendly criticism and corrective for the public schools, yet their proper place in

American life is still primarily that of pioneers of education. From my own observation and actual experience I can say that their owners or those who control them are often most philanthropic and are a standing disproof of the statement that all schools privately owned are mere business affairs with the common object of making money. That this is true in some cases I grant and God pity the child that is a pupil at such an institution, for his intellectual well-being is sacrificed almost inevitably to a selfish, materialistic conception of life and its opportunities. I believe that such schools are an educational curse, but happily they are rapidly becoming rarer for their degradation soon becomes known. Education can not exist without ideals, and ideals can not be debased to a mere monetary standard.

Before proceeding further permit me to say at this point that I wish in no sense to attack or criticise the public schools. I believe that perhaps they are the one great state institution of all others of which Americans have the right to be proud, for they come nearest to being an unqualified success. I do not think they are perfect. I believe there is great room for improvement in them as in any other human institution. Therefore I wish briefly to indicate some of the problems now before the entire educational world of America, but the problems which can be solved, best of all by the private school, and later the results of the solution handed on for the use of the public school.

One of them is coeducation. Boys and girls were first taught together merely for reasons of economy. The state could not afford to have two schools — one for a small number of boys and the other for a small number of girls — although it could support one large school open to both. But coeducation, which began as a matter of convenience, has become a matter of religion with some people. Now the old-fashioned method of attack on it was to say that woman's mind was not equal to man's, as if they were to be thus compared. This is all utter nonsense. Women have as good minds as men, only of a different kind. They should be compared not as regards similarities, but as regards dissimilarities. Permit me to say that, with the exception of the most elementary classes of the school or the most advanced work of the universities, I am utterly opposed to coeducation. I believe that during adolescence boys and girls should be in separate schools and to some extent following different lines of study.

As the graduate work in our universities is still under bondage

to the German university, so are our secondary schools and to some extent our colleges in bondage to English methods of education. It is true that we received our first impulse and inspiration in education from England and Germany, but in many cases we have carried blindly the old foreign ideas and principles to such an extent that we have lost the spirit and have merely retained the letter of educational law and custom. Just as we have bound the education of our boys to the old juggernaut of the routine of classical and mathematical courses of instruction and made use of them merely as a training and not also as an inspiration, so we have bound to an almost equal extent the education of our girls to the same disheartening machinery. What I desire is that our boys and girls shall both be free from this, and the curriculums be simplified and differentiated to suit the sexes, and for the individual end in view.

There must also be made a differentiation in the sexes of the teachers. The so-called feminization of our schools through a preponderance of women teachers is a vital danger, and so would be a masculinization — if I may use the term. To reach our goal of highest efficiency both men and women in proper proportion should be employed to do the teaching for which each is best fitted by character and temperament. In elementary work, the average woman is a thousand times more efficient than the average man, and on the other hand boys and girls between the ages of ten and eighteen should be taught by men and women respectively. As regards higher education and positions of school administration, it is an indifferent matter whether or not they are occupied by women or men. The kind of ability that fits one for the teaching of advanced studies or for executive and administrative work is entirely aside from the characteristics of sex. It is dependent upon individual ability, and neither sex has a monopoly of this virtue. I am glad to say that the private schools at least are as a rule comparatively free from the evils of coeducation and from the wrong balance of the sexes in their teaching forces.

Another great problem of immediate importance before us is that of the preparation of students for college. This problem is of greater present importance to the private than to the public schools, for at least in the eastern part of the United States they take the larger share in this field of work, although in the West more of it in proportion is done by the public high schools. Only

a little more than one-fifth of the students entering the freshman class at Princeton University last month (September 1912) came from the public schools, and the number, while it varies with the different classes from year to year, has seldom risen above one-fourth. Many other colleges may show a greater proportion, yet the illustration holds good, and is of especial interest to this state, for during the last four years New York has sent more students to Princeton than any other one state, not even excepting the state of New Jersey. Thus in a sense Princeton University may almost be called a New York college.

The primary and essential duty and aim of the private schools today, at least of the schools for boys and to an ever increasing extent of the schools for girls, is that of preparing for college. But whether the students come from private or from high school they are in general though not always poorly prepared. I think that all college faculties will bear out the truth of this statement. The students are badly taught, and their so-called learning consists in great part in having memorized a large quantity of ill-assorted, undigested facts — facts enough to please even the exacting mind of Charles Dickens's immortal "Mr Gradgrind."

My own experience during nearly seven years at Princeton has been that in general the private schools have sent to us the best equipped and also the most poorly equipped students entering the university. Those from the high schools strike a general average between the two. The difficulty with all our secondary schools is that they give only a species of dull routine training instead of developing the capacities of the student, in which education really consists. There are at least two ways to remedy this — first of all by increasing the efficiency of the secondary school faculties, and second, by simplifying the curriculum, that is to say, by reducing the number of subjects taught for college entrance and examination, and teaching the reduced number more thoroughly and more humanly.

Now let us consider briefly the problem of procuring the best teachers. We Americans, influenced by the prevailing national worship of equality, believe that there are just three things that any American can do, and do equally well — that is to say, teaching, preaching and running the government.

There is not the shadow of a doubt, if the life of today proves anything, that they are of all others the three most difficult professions, and the three professions requiring the greatest amount

of training and experience in order to follow them successfully. I shall leave to others more capable than I the task of demonstrating the need of better trained and more humanly capable clergymen and statesmen, and merely say that the utter futility of much of the work that we teachers are doing is the fault of this popular idea that anybody can teach, and that teaching is the proper makeshift for nondescript college graduates without the anchorage of a definite purpose in life, or for impecunious spinsters, or for unsuccessful dressmakers and boarding-house keepers. As a result, our best men and to a great extent our best women look upon the calling of teacher as beneath their abilities, and go into other professions or into business.

What our secondary schools need today is to have faculties that are composed of specialists, men and women who have done advanced work in their subjects, but specialists who have studied these subjects from such a broad, catholic-minded standpoint that, as it is perfectly possible they should be, they have been broadened and not narrowed by it.

Professor George H. Palmer of Harvard University once wrote that he spent more time studying what he was not going to say in his class lectures than in actual preparation for what he did say. This is a very clear way of stating the universal truth that only by deep and intensive study can any person master a subject and thus secure a proper background for it, gain an inspiring enthusiasm for it, and learn what is important as of its very living tissue and what may be safely neglected as of scant value. That is what I mean by a specialist.

This type of teacher who, though rare, can still be found, must be attracted to secondary school work by adequate pay, adequate leisure for further study, and adequate opportunity for advancement should he desire it, advancement not only in the line of secondary work but to positions in the faculties of the colleges and universities or to administrative positions in our state educational systems. Secondary education is looked upon by college graduates today as a "blind alley" leading nowhere, or at least to no great educational preferment, and this is largely true. It is almost the exception to find the college professor who has had experience in the secondary school, and that is the one experience of all others which will fit him best for college teaching. I do not remember one case of a person who has failed in college teaching who has had not only proper scholastic training but also

The dedicatory procession

previously has taught in a secondary school. I do know of numerous cases in college faculties of this country of men who have been good students but who utterly fail as teachers, and merely retain their positions by the grace of presidential pity and by writing occasional articles on abstruse subjects for learned magazines and other scientific publications. Such men would not last a month in the trying-out process of the secondary school. They may be fulfilling the laudable purpose of advancing present-day knowledge, but they are destroying education, and that in the end means to destroy universal knowledge itself. Find some fellowship or bureau of research for such people, but in the name of justice do not let them try to teach.

In general, the colleges today are not really interested in the secondary school work as at present taught. In addition, if the would be interested if their faculties from actual experience of class problems had learned the dull grinding routine, the personal touch with adolescent youth, all of which must form the sorrow and the joy of the preparatory school teacher.

As regards the curriculum, I may say that scarcely as yet do we realize that it is not so much what is studied as the way it is studied that gives intellectual training. Doctor Claxton, the inspiring United States Commissioner of Education, said to me not long ago, "It is as much to the glory of God and the advancement of real education to know how to boil an egg properly as merely to learn by heart the conjugation of a Greek verb." For the reasons stated above I believe that our college entrance requirements should be reduced from a diversity of subjects to four: mathematics, history, one foreign language (whether Latin, Greek, French or German I care not), and English; and by English I mean to be able properly to read, write and spell the tongue we speak, and not to give pseudo-learned philological opinions on Milton's "Paradise Lost," or Tennyson's "In Memoriam," or Shakspere's "Titus Andronicus."

I at once seem to hear the questions asked, What will you do about the necessary study of the sciences or other languages in addition to the one foreign language you recommend? And how about the necessity of early forming and cultivating a taste for good reading? My answer is this: If the four subjects are learned thoroughly and are grasped completely by the pupil, the result will be great mental training and intellectual development. The student can then learn in one year in college more of a

The dedicatory procession

science or a language or of English literature than in five years of secondary school work as at present taught. In addition, if the school faculty is of the right kind, it will form such an atmosphere (or may I say tradition?) of culture that he will be compelled to do some reading by his own initiative, for the taste for reading is inborn and more largely developed by suggestion than by classroom discipline.

The quality of the work of the pupil day by day for several years before entering college should be observed and counted as part of the entrance requirement. This can be done only by the full cooperation of school and college. Instead of being mutually hostile or selfish and suspicious they must be friendly and helpful to each other. This cooperation can best be secured in the future by the college drawing a large part of its faculty from the secondary school as already indicated, and for the present perhaps by the voluntary subjection of both school and college to state inspection. I do not see any reason why either one of them should dread the publicity of this. Still other methods would be to leave the supervision in the hands of a general board of school and college teachers, as in the case of the entrance examinations, or to leave it to the Carnegie Foundation which has already done so much to standardize both school and college work.

Yet another problem before our schools is the doing away with sectionalism in politics and sectarianism in religion. Professor Royce of Harvard University has said that we must do away with sectionalism, which means the looking only at local problems and from the standpoint of the locality alone. This results in stagnation or national disintegration. On the other hand we must preserve provincialism, which means always to consider both local and national problems and from the standpoint of the nation, but with the attitude peculiar to our own locality. This will cause intellectual growth, material advancement and national unity.

I know whereof I speak when I say that history is taught with a sectional bias in most of the public and many of the private schools of our country, and only correspondingly biased textbooks are allowed to be used in the classrooms. I believe that the teaching of national patriotism and fairmindedness in historical judgment is both possible and absolutely necessary in order to aid the growth of that community feeling which is the basis of all government and of the welfare of the state, and

especially of a democratic state. Also I believe it possible to have religious worship (if not teaching) which will satisfy the beliefs of Jew and Gentile, Protestant and Catholic, for we all worship the same God and are nearer together in our religion than sometimes we allow ourselves to think.

Finally, the private schools are often charged with being aristocratic. I want them to be aristocratic. Also I desire that the public schools be aristocratic, but both to be aristocratic in an entirely different sense from the common — I might almost say vulgar — understanding of that term. The kind of aristocracy I mean is an aristocracy of achievement. The schools must inculcate the principle that a man is worth in this world just as much as the work he is doing is worth, and it is equally disgraceful to be a parasite whether the man is a common beggar on the streets, or the son of a millionaire, living on his father's bounty, unable to earn regularly five dollars a month by his own unaided efforts, and loafing as his living. Laziness must be made a social stigma. This will go far on the road toward solving the always threatening problem of the relations between capital and labor.

Of course all this is idealistic, and ideals are hard to spread and popularize. It is in education as in politics, we can more easily dispense with ideals than with men, yet ideals are the basis of all life. Yes, even though we can not attain our ideals they are at least worth striving for. As the poet says:

> Ah! but a man's reach should exceed his grasp,
> Oh what's a Heaven for?

Chancellor Reid: I thank you ladies and gentlemen for your presence this morning and thank those who have addressed us. It only remains to say that this afternoon at three o'clock we shall have the privilege of listening to addresses by Dr Nicholas Murray Butler, president of Columbia University, by Dr Henry S. Pritchett, president of the Carnegie Foundation, and by Canon H. Hensley Henson, Canon of Westminster Abbey and rector of St Margaret's Church, London.

FOURTH SESSION

FOURTH SESSION

Wednesday, October 16th, 3 p. m.

COMMISSIONER DRAPER: At the request of the Chancellor I give a notice or two. While we have felt it necessary to reserve seats to the end that the prominent and active friends of education might be accommodated, we have at the same time felt that it was necessary to forfeit reservations at ten minutes after the hour and that time having arrived, all seats are free.

I am desired by the "first lady of the State" to invite all the guests of the Education Department to an "At home" at the Executive Mansion between four and six this afternoon. No other invitation than those through the press and from the platform has been issued.

We are receiving literally hundreds of telegrams of congratulations which it is of course impossible to present from the platform, but we have received two today that I think should very justly be given to the audience at once, so I shall take the liberty of reading them. One is from the Royal Francis Joseph University, Kolozsvar, Austria-Hungary: "Here in the vicinity of the East where a terrible war is just to break out, it gives us relief to know that your State is rejoicing over a new achievement of the spirit of education. Rector, Francis Joseph University, Kolozsvar."

The other is from Helsingfors, capital of Finland. "Imperial Alexander University of Finland sends her most cordial congratulations. Anders Donner, Principal."

CHANCELLOR REID: In opening the fourth session of this educational convocation, it is a great privilege to find on the program the names of three distinguished men whose past achievements entitle present attention. The first of them is at the head of an institution historically and indissolubly associated with the Education Department of the State of New York. I know very few institutions in the whole United States more identified with education in the colonial period and in the period immediately following our independence. The institution that he represents was once known as King's College. It is now one of the foremost universities of the country, Columbia University. There

are very few names in the history of educational discussion in the United States in the last quarter of a century better known than the name of the man I am to have the honor of presenting. I shall not speak of his achievements; it would be as absurd as it would be to introduce one of your best known State officials. Without further preface and without eulogy I pronounce the name which is sufficient eulogy and introduce to you the president of Columbia University, Dr Nicholas Murray Butler, who will speak upon "The Aim of the Modern University."

THE AIM OF THE MODERN UNIVERSITY

NICHOLAS MURRAY BUTLER: The occasion that has brought together this distinguished and representative assemblage is no ordinary one. It has called from his post of duty across the sea the American Ambassador to Great Britain in order that he may fill his distinguished place as Chancellor of the University of the State of New York. It has summoned here representatives of public life, of education and of institutions of learning from every part of our land, and from other lands as well; and it has called forth those messages of congratulations such as the Commissioner has just read from the very edge of the world's latest war and from the capital city of one of the world's most severely oppressed peoples.

It is an extraordinary occasion, and it is not to be passed by with a mere word of description of this great building, however noble, however magnificent, however monumental; because this building which we are here to dedicate to its high purpose in the presence of representatives of education of every form and type, is itself the result of more than a century and a quarter of purposeful history. It puts into marble and stone and steel the visible embodiment of a great ideal.

The constructive spirit of Alexander Hamilton broods over this place. Whether or not Hamilton was himself the first to conceive of an American state system of education in which every educational interest and every type and form of instruction were to be included, makes very little difference. Whether Hamilton himself worked out the plan for the New York system of education, or whether he only aided and guided others in working it out, is a matter of no great present importance. Hamilton's philosophic insight, his broad vision, his practical capacity, are all represented and reflected in what this great building stands

for and celebrates. That the framework of the educational system of the State of New York embodies the result of the conflicting views, political and social, of Alexander Hamilton and of George Clinton, we know. That the life history of that system bears in the fullest measure the evidence of Hamilton's genius and Hamilton's intellectual vitality, is a matter of undisputed record and should be recalled on this day and in this presence.

The seed thought which underlies and gives purpose to the whole educational policy of New York from its very beginning — when it was a colony, when it was a province and later when it became a state — is, that the educational process is a unit and that its supervision and control should be gathered into one single State department of education. Rivalries, misunderstandings, personal interests and ambitions long retarded the complete fulfilment of this fine aim. From the time of the establishment in 1812 of the office of State Superintendent of Common Schools until the enactment nearly ninety years later of the admirable law which is now in force and under which we live, the complete unification of the educational administration of the State proved to be impossible. That unification has now been wholly achieved. This building is its revelation and its embodiment. It has been achieved to the very great satisfaction, I feel sure, of every student of education and of the enlightened citizenship of the State. It is an achievement for New York; it is an example for our sister states.

This evidence of practical sagacity reflects and exemplifies a profound philosophic truth. The moment that we think straight about education and free ourselves from cant, from phrase-making and from formulas, we know that intellectual and moral growth is an undivided process. We know that it can not be divided into water-tight compartments, any one of which may be filled with ignorance while the human being affected still floats on the sea of intelligence. We know that it can not be cut up into fragments at war among themselves, with some one fragment taking precedence over others. We know that every educational institution has a common purpose and a common end, and that to attempt to set one against the other, to bring about conflict and rivalry and jealousy between them, is to incite educational civil war. The division of education into stages and the classification of educational institutions into types, are mere matters of administrative convenience, simply devices with no

justification other than administrative convenience and necessity. If any one supposes that this device rests upon some profound principle that fixes a gulf between one stage or grade of education and another, and that compels these stages to have different and disputing interests, then in my judgment that principle is *ipso facto* false. It is a constant struggle in all our educational administration to keep these administrative conveniences in the subordinate place where they belong. We are always to have a great and serious care that our administrative devices are not erected into shibboleths and so made the means of cramming, narrowing and crushing the life history of even a single human soul.

The point of this remark lies, as an American humorist has said, in the application of it. That application is this: The process which this building symbolizes, the process to aid and guide for which the school, the college and the university are founded, is one that would go on in some fashion if schools and colleges and universities had never been heard of. These institutions do not create education, although they sometimes conspire to make it extremely difficult. When one reflects upon the ravages which have been committed in the name of education and upon the assaults on our intelligence which have been made by educated men, he sees the point of view of the cynic who would urge us to agitate for compulsory illiteracy! He is disposed to paraphrase the dying words of Madame Roland, and to cry out, "Oh, education, what crimes are committed in thy name!" All of which means that our supreme care in reflecting upon this great public interest must be to keep it natural, to keep it true, to keep it free from contamination alike by false and low ideals and by mere mechanical devices.

Education suffers sometimes from those who rush to aid it, from those who invent mechanical devices for it and who become so much more interested in the mechanical device than in the process itself. If we could only learn that all our devices, all our machinery, are subordinant and adjuvant and are to be kept in their proper place! When we become supremely wise and supremely skilful perhaps we shall be able to dispense with them altogether.

At the heart of this educational process, giving it great dignity and direction, lies the most precious thing in the world, human personality. Human personality is an end in itself. To watch

it grow, to help it grow, to take note of the results of its growth, are a constant joy and a delight. The putting forth of new power, the giving evidence of a capacity previously nonexistent and the growing responsibility for capable and wise self-direction, are the tests of an education that is real rather than one that is merely formal and mechanical.

This human personality begins to manifest itself at birth, and already in the kindergarten and in the elementary school it is the subject of observation and care; but it is precisely this same human personality; a little more mature, a little better disciplined, a little more closely addicted to fixed habits, that gives purpose to the university. There is no qualitative change; there is a quantitative gain in power, in habit, in capacity; but the quality, the essence, the spiritual life at the seat and center of the process are precisely the same at whatever point in the institutional scale you bring it under observation.

The responsibility of the university is doubly great because of its traditions, because of its resources, because of its equipment, because of its opportunity and because it is the last of man's formal expressions of method as to the proper training to his fellow man. The university is the very last rung on the trellis work that we put up in order that this tender plant, reaching up from earth toward heaven, may find something upon which to rest its tendrils as it grows out into an independent strength and life of its own. But the university can not be out of sympathy, out of contact, out of knowledge with the schools, with the institutions of every type that deal with human personality in its earlier and less mature forms. A true university is a proving ground for personality and for intellectual power and a splendid gymnasium for the exercise of the muscles of the intellect and of the will. The primary purpose of the university is to provide the companionship of scholars for scholars at a time when sufficient maturity has been reached to make the joy of the intellectual life intense and productive. If I may borrow a charming phrase from a colleague of mine, I should say that a university is a company of scholars in which those who have discovered the mind make full, profitable and productive use of their discovery.

The temptation to define a university is very great and the task is very difficult. The university has manifested itself in many forms and in many ways. It is a far cry from the little group of students of the art of healing who gathered long ago about a

bubbling spring in the south of Italy and made the University of Salerno; from the band of eager scholars of the Roman law who congregated in Bologna to hear Jmenias tell what it was that the Roman world, already lost, had left in form and structure to the civilization that the barbarian peoples were building upon the place where Rome once was; from the day when a band of these students exposed themselves to heat, to cold, to fatigue, to expense, to danger, in order that they might tramp, foot weary, across the plains of France to hear the masters of the schools expound the knowledge of the time on the hills that rise on either side of the River Seine, which were the birthplace of the University of Paris — it is a far cry, I say, from all that to the great busy universities of Berlin, of Vienna, of Paris, to the halls and walls of Oxford and of Cambridge, to Edinburgh and to St Andrews, to the universities of our own land, of Canada and those on the other shore of the southern sea. But they all have something in common. It is possible to seek and to find that common denominator and to relate all these great undertakings and achievements of the human spirit in a class and so to define them.

Nearly twenty years ago I ventured to offer a definition of a university which I have seen no reason to change. A college of the liberal arts is not a university, even if its requirements for admission be higher or more complicated than usual. The college has its tasks, which is the training of American citizens who shall be educated gentlemen. A college surrounded by or allied to a group of technical or professional faculties or schools is not a university. A university is an institution where students adequately trained by previous study of the liberal arts and sciences are led into special fields of learning and research by teachers of high excellence and originality, and where by the agency of libraries, museums, laboratories and publications, knowledge is conserved, advanced and disseminated. Teaching is only one function of a university, and perhaps the smallest one. Its chief function is the conservation, the advancement and the dissemination of knowledge, the pushing out of that border line between the known and the unknown which constitutes the human horizon.

The student who has felt the thrill of discovery, however slight, however unimportant; the student who has put his foot on ground in letters, in science, in philosophy, where no man's foot has ever

been before, knows what it is to feel the exaltation of discovery. He has entered into the spirit of the university.

What the Germans call the philosophical faculty is at once the essence and the glory of the university. There can be no university where the spirit and the methods of this faculty do not dominate. Indeed a university is a thing, a place, a spirit, and not a name at all. No institution can become a university by merely calling itself so. It must come into spiritual kinship with those that have worthily borne the name since universities were. If Mr Lowell exaggerated a little when he said at Harvard some years ago that a university is a place where nothing useful is taught, surely he exaggerated on the right side. Doubtless what he had in mind was the fact that the university is a place where everything else is not subordinated to the immediately gainful or practical. The university is the resting place of those activities, those scholarly inspirations, those intellectual endeavors which make for spiritual insight, spiritual depth and spiritual beauty, but which can not be transmuted into any coin less base than highest human service.

Then the university relates itself in closest fashion to the needs and aspirations of the state, the civic order, the community. The university is the home of that freedom of the spirit which is liberty; liberty to think, liberty to speak, liberty to teach, always observing those limits which common sense, right feeling and a decent respect for the opinions of mankind put upon all of us.

It has seemed to me that man's faith in liberty has weakened a good deal in these later years. As I read the signs of the times abroad and at home, I should say that man's belief in liberty is less vital, his grip upon it less firm, than they were a hundred years ago. On every side and in almost every land it is now proposed to achieve those aims for which liberty has been supposed to be the best agent, by substituting for liberty the essentially medieval instrument of regulation. There are strong and able men who believe that what the single tyrant could not accomplish, the many-headed majority may do. It appears to be likely that the world will undergo another experience of this time-old experiment which has been tried so often, until once more its futility is made plain to everyone, and then doubtless, after some of us are gone, by common consent the search for liberty and its right exercise will be resumed.

But there is happily no sign that liberty is to be driven out of

the university. If the universities give liberty a home and keep alive the little flame that has illumined the world so brightly and so long, man is just as sure to return to the pursuit of liberty and its right exercise as the dawn is to follow the darkest night.

Liberty implies a discipline which is self-discipline, and liberty is not license. It implies a discipline by which the human spirit has taken over from the world about it, from history, from tradition, from morality, from human feeling, a great fund of material and made it into habits of self-control, self-direction, self-ordering. The institutions of civilization are the world's highest and best example of a disciplined liberty. It is a function of the university to show liberty at work under the restraint which self-discipline imposes.

Moreover, true liberty implies reverence and carries reverence in its breast; reverence for that which lasts, reverence for that which has proved itself, reverence for that which bears the marks of excellence, reverence for that which calls man up out of and above himself. The university that does not give constant lessons in a liberty which is self-disciplined and which is reverent, falls short of its opportunity.

This liberty which the university cherishes is the persistent foe of all forms of artificial equality, of all forms of mechanical procedure and of all manifestations of a smug satisfaction with chains of an intellectual and moral narrowness. It is a function of the university in every land to make this so plain that he who runs may read.

We must not shut our eyes to the fact that the task of the university grows greater as the difficulties of democracy grow heavier and more numerous. But the university dare not shrink from its responsibility, from its call to public service, from its protection of liberty. The university must not follow; it must lead. The university must not seek for popularity; it must remain true to principle. The university must not sacrifice its independence either through fear of criticism or abuse or through hope of favors and of gain. We dare not be false to our great tradition. Remember that of all existing institutions of civilization which have had their origin in the western world, the university is now the oldest save only the Christian Church and the Roman law. The university has witnessed the decline and fall of empires, the migration of peoples, the discovery of continents, and one revolution after another in the intellectual, social and politi-

cal life of man. Of all these the university may say in the well-known words of the pious Aeneas, omitting only his adjective of misery,

> "Quaeque ipse vidi
> Et quorum pars magna fui."

The university has been at the heart and center of almost every great movement in the western world that has an intellectual aspect or an intellectual origin. Its responsibility was never so heavy as it is today. This is true whether you look to Germany, to Italy, to France, to Russia, to England, to Scotland, to Canada, to America, to the Latin-American republics, or to the new commonwealths of Australia and South Africa. What is it that the statesmen of new China, feeling the flow of a new life blood in the nation's veins, first propose to imitate out of all the world? They wish to imitate the university as Europe and America know it, and for the very purposes which have made it so permanent and so powerful in Europe and in America.

We are looking out, by common consent, upon a new and changing intellectual and social sea. The sight is unfamiliar to the individual but not to the university. The university has seen it so often, whether the change has been for good or for ill, that the university knows that if only it keeps its mind clear and its heart true and the prow of its ship turned toward the polar star, it will survive these changes, whatever they may be, and will contribute to make them beneficent. The university knows by long experience that it will come out of all these changes stronger, more influential, and bearing a heavier responsibility than ever.

I do not speak of the university which is brick and stone and mortar and steel. I do not even speak of the university which is books and laboratories and classrooms and thronging companies of students. I speak of the university as a great human ideal. Speak of it as the free pursuit of truth by scholars in association, partly for the joy of discovery in the pursuit of knowledge, partly for the service to one's fellow-men through the results of discovery and this pursuit of knowledge.

When I look back and remember what the university so conceived has done, when I remember the great names, the noble characters, the splendid achievements that are built forever into its thousand and more years of history, I think I can see that we have only to remain true to our high tradition, only to hold fast

to our inflexible purpose, only to continue to nourish a disciplined and reverent liberty, to make it certain that the university will remain to serve mankind when even the marble and steel of this great building shall have crumbled and rusted into dust.

CHANCELLOR REID: The next address which will be given to this audience is on the subject of "Preparation for the Professions." It is a pleasure to me in introducing the speaker, to remember that many years ago and in a foreign country this same speaker, then the president of the Massachusetts Institute of Technology, which you do not need to be told is one of the foremost schools for the teaching of science in the whole country, said to me that he perceived in the tendencies of modern education at home a greater disposition to heighten the preparation for entrance upon the professions and secure a higher standard for admission to the professional and scientific school. Since that time he has ceased to serve the Massachusetts Institute of Technology but he holds a position of equal or greater importance with reference to the educational system of the United States. He represents and administers a very great benefaction by which the wornout professor is no longer compelled to lag superfluous on the stage in order to earn his living, but is retired on an honorable pension. I have the pleasure of introducing to you the president of the Carnegie Foundation, Dr Henry S. Pritchett.

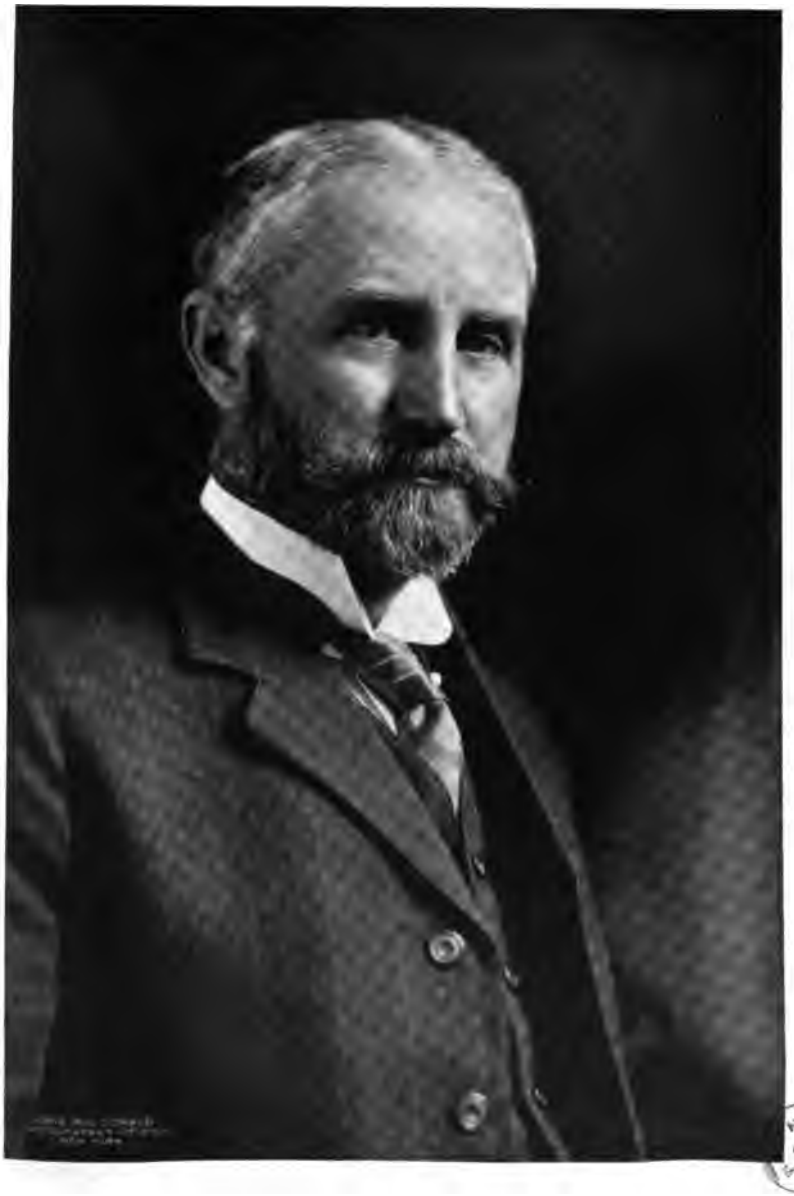
PREPARATION FOR THE PROFESSIONS

HENRY S. PRITCHETT: The function of education in the modern state is enormous. In one form or another it undertakes to prepare every child for life, every adult for his vocation. Perplexing as are the questions which arise in reference to the right methods of education for children, not less so are those which have to do with the right training of men for the trades and for the professions.

Back of all questions of educational method in the preparation of men for the professions, lie certain other questions which have to do with the fundamental relations of man in the social order. What is a profession, as distinguished from a trade or a business? What conditions may the state fairly impose concerning the entry of men and women into these professions? To whom shall the state designate the authority and responsibility to enforce the conditions which may be laid down?

Like nearly all other problems of a social or political nature, these problems raise at once an inquiry as to the preservation of the

Dr Henry S. Pritchett



freedom of the individual citizen, and as to the conditions which society may impose upon the individual for its own protection and advancement. The conditions with which society may surround entrance into the so-called professions will vary in the estimation of men according to their conception of the nature of personal freedom.

The passion for personal freedom is perhaps the most striking characteristic of the Teutonic peoples. In the chaos which followed the breaking up of the Roman Empire, the greatest contribution of the Teutonic races lay in their ideals of freedom and loyalty. These peoples chose their own king, but having chosen him, they rendered him absolute loyalty. These two qualities, freedom and loyalty, are in a large measure supplementary. There is, indeed, no such thing as unlimited freedom. Practical freedom is always limited by duty and loyalty. As Goethe has so admirably expressed it, "He who would have inward freedom must accept outward limitation."

While this conception of freedom was the original heritage of the Teutonic peoples, there has been a disposition in our own, and in other nations, to conceive of freedom without the limitations of freedom; to demand the rights of freedom without the responsibilities of freedom; to insist upon the rights of the individual but to deny his responsibility. In social relations, in industrial relations, in political relations, it is one of the problems of our day and of our nation to bring back once more into the thoughts of men the old Teutonic ideal of freedom and loyalty, and to make clear to the individual citizen that only by accepting the limitations of freedom can he enjoy freedom itself.

This ideal is directly involved in the consideration of the conditions which society may demand for admission to the professions. In the state of Indiana, for example, the state constitution directs that the right to practise law shall be guaranteed to every citizen. Does such an enactment make for the freedom of those who desire to enter the profession? On the contrary, the law has been impossible of execution, but if it were carried out, it would make not for the freedom of those who might enter into this profession, but it would impose upon each one of them the necessity to differentiate himself from the mass of the ignorant and the incompetent who have been admitted. The practitioner of the law in the state in which reasonable preparation is asked for admission to the profession, enters into a larger freedom than he who is a member of

a profession in a community where no such qualifications are exacted.

In a word, a profession is a calling in which the state confers upon the individual a certain measure of authority and of responsibility; in such a calling society has the right to impose such conditions as shall make for its own protection, and these conditions, if they are reasonably and wisely framed, make also for the greater freedom of him who enters the profession. No man is born with the right to enter a profession in the civilized community any more than he is born with the right to vote. Both of these opportunities are conferred by the state, under such conditions as it may think wise and just, and the establishment of such reasonable tests of admission to these professions makes no less for the freedom of the individual than for the safety of society.

What are the professions, and what conditions may rightly be fixed for admission to them, which shall conserve, on the one hand, individual freedom, and on the other hand, social and industrial efficiency? In the political and social organizations of a hundred years ago, three professions had come to be known distinctly as the learned professions, or more generally, as "the professions," those of theology, of law, and of medicine.

The qualities which distinguished these callings from those of trade and business rested essentially upon two grounds. First, for the practice of a profession it was assumed that a high order of education and a fair amount of special training was necessary. They were, in other words, expert callings. In the second place, these callings imposed upon the individual a certain quasi-public relationship. It meant something more to be a preacher or a lawyer or a physician than to be a merchant or a tradesman. It meant that the community conferred upon the individual a certain public recognition, and that the individual, in virtue of that recognition, accepted a certain public responsibility. The professions were, therefore, not callings in which the individual could consider his own interests alone. He must, from the very nature of the calling, consider the interests of the public as well, and by virtue of the recognition which the public afforded him, he accepted a certain obligation to deal fairly by the whole community and in the light of public interest. The idea is well expressed in Bacon's famous phrase, "I hold every man a debtor to his profession." In other words, a profession is a calling in which by reason of its public relationship, he who enters it, whether he formally agrees to do so or not, owes to

his profession the duty to regard the public interest as well as his own interest. These two characteristics, the variety and extent of the technical preparation, and the nature of the public relationship which is conferred, serve to set aside the professions from those ordinary callings by which men earn their livelihood.

The list of professions is today greatly enlarged. It includes not only the preacher, the lawyer, the physician, but the teacher, the engineer, the architect, and the various technical callings involving applied science. It is true that these professions do not have equal responsibilities or equal advantages. They do not receive at the hands of the state equal recognition and authority. But they all share, in a greater or less degree, in the two fundamental characteristics which differentiate a profession from a business.

If one grants that society has the right to impose conditions upon the entry into these professions, that such conditions make for a larger freedom of the individual and for the larger service of society, one faces naturally the inquiry, "What are the conditions which society should impose in order to secure at once its own interest and to promote the happiness and freedom and usefulness of those who enter the true professions?"

The fixing of such conditions has proved in all countries matters of difficulty. There are under modern conditions an army of ill-prepared and unfit men, anxious to enter these professions, desirous of obtaining not only the emoluments which may possibly be had from their practice, but also to share in whatever credit may attach to membership in a recognized profession. Such men desire admission upon the easiest terms. They are ready at all times to invoke the plea for individual freedom, and to insist that the state make such conditions as will allow the freest entry into any profession. Against this tendency, prompted in part by selfish interest, in part by ignorance, he who stands for the interests of the whole race must be ready to do battle. Not only must he who stands for such public service oppose the ordinary arguments, but he must expect to be assailed at every step, upon the ground of the limitation of that universal freedom into which all civilized men claim to be born. A part of the duty of him who strives for a high order of professional education is to transform the popular conception of what freedom in a democracy means.

In the framing of such conditions as the state may impose in the interest of the great body of citizens, the endeavor should be to make such conditions as may be uniformly fair and just; conditions which bear equally on all parties or sects or associations of men. A large

part of the difficulty of enforcing such conditions will be overcome if they can be so justly framed as to command the respect of impartial judges.

In the second place, a very fair discrimination should be made between those callings which are true professions, which demand a high order of education, high qualities of originality and resourcefulness, and which involve a true public responsibility, and certain other callings allied or related to them, which however have totally different responsibilities and demand totally different qualities.

For example, the profession of medicine calls for qualities of the highest order. To be a physician in the best sense one must be an educated man. He must be of sound judgment; he must be resourceful; he must recognize his duty as a public servant. The vocation of pharmacy is closely associated with medicine. There has been a disposition in many quarters to demand for those who enter this calling qualifications equal or similar to those which are asked for admission to the practice of medicine. And yet the qualities called for are essentially different. The pharmacist is not asked to have great initiative, to take great responsibilities, to deal with large public interests. The qualities which are demanded of him are accurate technical preparation within a narrow range, fidelity and care. To demand of him who wishes to become a pharmacist the same qualifications, and to impose in his preparation the same conditions which are demanded of him who wishes to practise medicine is clearly unjust. The one is a profession; the other is not. And even among vocations which are rightly named professions it still remains true that the exact conditions for admission may well show careful and just discrimination.

Admitting the general attitude toward the whole question on the part of those who represent the state, which has been expressed in these general statements, the conditions which may be insisted on as prerequisites to the practice of a profession seem to me to be embraced under two general heads. First, the requirement of a good, general education. Second, a thorough grounding in the fundamental, underlying sciences and technical branches of knowledge upon which the profession rests. When requirements are broad, they make no distinctions as between sectarian bodies; they are as simple as society can afford to accept.

The requirement of a good, general education is perhaps, on the whole, the greatest safeguard which a commonwealth may set up

as a protection for itself, at the doorway of the great professions. The experience of other nations shows that no specific and detailed set-up requirements can insure those qualities of mind and heart which are called for in the exercise of any of these great callings. However necessary it may be that he who practises medicine may know anatomy, that he who practises engineering shall know physics, that he who practises law shall know pleading, it still remains true that these things furnish no test of the texture of the man's soul. As to this there is no test at once specific and final and exact, but the experience of all civilized nations goes to show that the possession of a broad, general education is the surest means to the symmetrical development of those powers of mind and heart which go to make up a true man. Whatever may be the technical skill of him who is to enter a profession, it is first of all to be desired that he shall be a man. There is no specific in education for making a man. The best we can do is to ask that he shall at least have passed some years in touch with great minds and noble thoughts and high ideals, and this is compassed so far as human conditions can bring about such a result, by the requirement of a good general education.

Of course, the practical question arises, "What is a good, general education?" It is being variously answered in different states of this nation by demanding for candidates to the great professions the completion of a high school course or of two years in college, or in some cases by the completion of a full college course. With regard to the practical determination of this matter, it may be said that in some states the enforcement of a good four-year high school course, before taking up the study of law, or of medicine, or engineering, is a higher standard than is the requirement of two years of college work in other states. Common sense will dictate that in the enforcement of such conditions, standards shall not be elevated beyond what is possible; that the reform of the whole educational system can not be made in a day; that it is better to demand and enforce a reasonable standard than to demand and fail to enforce an impossible standard.

In the various states of our Union illustrations of all phases of this situation can be met. There are states today where the enforcement of even a four-year high school course, as a preliminary for the study of law or medicine, would be a very high standard. In most states, however, this would be a very low standard. In the long run, we shall need to consider both the character of the

general education which the candidate is to receive, and the length of time which is required to complete it. We can not afford to send into the professions ill-prepared youths, nor yet can we afford to keep them so long in the schools that they lose somewhat of that resiliency which a man ought to carry into a profession. It may well be hoped that as secondary school and college improve, the intellectual stage which a man reaches at the end of two years of college shall be higher than that which he has hitherto attained. It ought certainly to be possible to establish an educational system which shall fit men to begin their professional studies by the time they are twenty-one years of age. In the confusion which exists today among our various states, it will be necessary for each state to aim at the highest standard for professional entrance consistent with its educational system. It is a matter full of hopefulness to remember that very rapidly our states are approaching a uniform excellence in their secondary school systems, and not many years will elapse before secondary education in one part of the country will be upon the same plane as secondary education in every other part. But until that time comes each state must translate the requirement of a general education in accordance with the facilities and opportunities which the school system of the state affords, and have the courage to raise these standards as rapidly as conditions improve.

The enforcement of adequate grounding in the technical subjects which underlie the great professions seems so evidently necessary as to require no argument, and yet today a very large proportion, perhaps the majority, of those who undertake the two professions most directly touching the life of the nation — the practice of medicine and the practice of law — are not required to make such preparation and do not make it.

The matter can be illustrated best by a brief reference to the existing conditions of admission to the practice of medicine. We have in our country an extraordinary, though now decreasing, number of medical sects. In no other country do they flourish to the same extent for the reason that in no other country is the way made so easy for them to enter the profession of medicine without adequate training. Now, modern medicine is nonsectarian. It is scientific. It turns exactly the same fact to the osteopath, the homeopath, the Christian Science healer, the naturepath and to all other sects. Scientific medicine simply undertakes to deal with the observed phenomena of the human body without prejudice. It will

gladly accept a remedy of the homeopath if it has been proved to have value. It will gladly use the services of an osteopath in those cases in which its value has been shown. It will intelligently seek to use the mind itself in the treatment of disease along reasonable scientific lines. But whatever form of medicine one practises, whether he take up scientific medicine without allying himself to any sect, or whether he chooses to ally himself with one of the medical sects, it still remains true that he must deal with the same human body and its diseases. Whether he call himself a homeopath or an osteopath or a Christian Science healer, or simply a physician, he still has the same need to understand the physiology, the anatomy and the chemistry of the human body.

It is no part of the state's business to say that a man shall not be a homeopath or an osteopath or a Christian Science healer, but the state does have the right and the duty to say that whether a man practise under one name or another, he shall be thoroughly grounded in the knowledge of the anatomy and physiology of the human body, and that he shall know those biological and chemical sciences upon which such knowledge depends. This requirement is absolutely fair. It makes no discrimination between the various medical sects. It is the least protection which society can afford to accept and it is the minimum requirement which any state ought to make of those who wish to enter into the practice of medicine, whether they desire to practise under one name or another.

Exactly the same may be said of the practice of law. There do not exist in the law, as in medicine, legal sects. It is none the less true that no man is ready to go into the practice of law who will not give a fair study to the underlying subjects upon which the study of the law rests.

It therefore seems clear to me, in the light of all experience of civilized nations, that the requirements for entry into the great professions shall be: first, the acquirement of a general education which shall guarantee at least some contact with the best thought and the best ideals of civilization, and second, so thoroughgoing a preparation in the subjects which underlie the practice of the profession as to give the practitioner a real ability to judge. No conditions can be devised which will be sufficient to keep out all the unfit and all the unworthy, but these two simple conditions which are fair and just, which do not abridge the liberty of the individual and which conserve the public interest, will at least give us in any state of the Union a body of practitioners who can think and deal

intelligently with the phenomena which they are called upon to handle.

There remains yet one other practical question to be settled in the discussion of such a subject, and that is to determine, in any given commonwealth, the hands in which the enforcement of such conditions shall lie. Who shall represent the state in determining the conditions of admission to the professions? Who shall be charged by the state with the enforcement of these conditions?

In most states of our Union this question has been met in the most ineffective way. Each state has, to be sure, a department of education, but these departments have been clothed, as a rule, with limited powers and responsibility. The questions of the conditions of admission to the professions have been entrusted in most cases to other boards not in touch with the schools of the state or its educational conditions. The question of fitness for a profession is preeminently an educational question and the administration of this matter would naturally be entrusted to a department of education in touch with the schools and in sympathy with their ideals both of freedom and of discipline.

This great State, the most populous of all our states, is to be congratulated upon having instituted a Department of Education upon which has been conferred a larger power and a larger responsibility than most states have been willing to consider. It is in honor of this great agency of education that we here meet today. The power which it has received in the past has contributed enormously to the upbuilding not only of the general school system of the State, but to the improvement of the professions as well. We may well believe and hope that as time goes on, this agency, with still greater powers, with still larger responsibilities, will go forward to develop those standards of general and professional education which make alike for the highest freedom of the individual citizen, and for the truest progress of the whole commonwealth.

Chancellor Reid: The last address at this session of the convocation is to deal with a subject of extraordinary importance in all free countries and especially in a republic, "The Value of Historical Studies to the Higher Learning." I ask you to give a warm welcome to the Englishman who is to address you on this subject. I hope he may feel that although he has crossed the Atlantic, he has not escaped the ideals common to his country and to ours, the aspirations which are common to both and which are the best hope of civilization. He will be best known to you all by the title which I see is

Canon H. Hensley Henson

put first on the program, the Canon of Westminster Abbey. He is best known to me in another way, as the rector of St Margaret's. I must admit that my relation to him as the rector of St Margaret's is not theological; it is matrimonial. Those of you who do not favor us by frequent visits at the embassy in London may not be so familiar as I am compelled to be with the fact that of the throngs of American girls who, for some reason or another, find it convenient to get married while they are in London, a very large number consider that the choicest church, the most attractive place from which to enter upon the sea of matrimony, is St Margaret's.

It is a very great pleasure to me to introduce to you a gentleman who is known in his own country as a great church dignitary and a great pulpit orator. I have the pleasure of presenting to you without further preface and without eulogy Canon H. Hensley Henson.

THE VALUE OF HISTORICAL STUDIES TO THE HIGHER LEARNING

Canon H. Hensley Henson: When nearly two years ago the news of the destruction of the State Library of the State of New York, together with many precious and alas! irreplaceable documents reached us in Great Britain, there was a feeling of regret, of dismay, and above all, of sympathy everywhere expressed; regret for a calamity which was not merely local but international, dismay because we were well aware that the archives of this State were full of precious documents interesting to all English speaking people, and sympathy because knowledge, learning, is not a national or local interest, but an interest which is international and in the truest sense of the word catholic, and sympathy with the people of this State on whom directly and immediately the blow had fallen. We did not and could not suppose that the calamity would so soon and so completely be retrieved, so far, of course, as that was possible by the erection of the stately and ample building in which we are assembled this afternoon, a building of which, for I venture to think I have some considerable acquaintance with new buildings in my own country, I felt an honest envy as I walked around it this morning.

I would like, sir, if I might, to offer my respectful congratulations to the architect and to all who have been responsible for adding this notable building to your architectural treasures. I would also like just to register as one little note in an American tour the interesting and suggestive emphasis which I observed all Americans

place upon the fact that this great building has been built within its estimates.

I had the great pleasure a few weeks ago of spending a few days in a very beautiful city very far away from this, Minneapolis, and there one of the leading citizens took me around the city and showed me its many features of interest and pointed as a climax of civic pride to a large pile which he said was built, I give you his own words, "was built without graft."

A great building, Mr Chancellor, dedicated to educational purposes stands in the community as an ever present witness to the value of intellectual interest, the importance of the place which the cultivation of the intellect ought to hold in the scheme of a healthy public life. I hold it a very great privilege to be permitted to take part in these proceedings. If, indeed, I ask myself what fitness I possess for doing so, then I must needs confess that the answer must exclude any personal qualification. Rather the reason must be found in the circumstance that I happen to be personally connected both with the oldest and most illustrious (as I may be permitted to think) of English educational institutions, the University of Oxford, and with the most famous center of English national life, Westminster. As the unworthy representative then of those two homes of history, Oxford and Westminster, I beg to offer my sincerest congratulations to the State of New York on the magnificent provision for the intellectual needs of the community which it has made in this great building.

Mr Chancellor, one of the principal purposes which this building will serve is, I understand, that of a convenient, accessible and (I may venture to hope) secure treasury of the documents in which the life of the community will be expressed and registered. Here in a word will be guarded the title deeds and literary heirlooms of the State. Here will come in future times all those who desire to learn the history of what is the present for us but that will have become for them the past. I have ventured to draw from this aspect of your new building a suggestion as to the subject of which I as a visitor from the older world might fitly treat on this occasion.

It occurred to me that it might not be unfitting if I spoke on the wisdom of state wardship of historical material and the value of historical studies in national life. I do not indeed forget, sir, that that value has been vehemently challenged. A few weeks ago I read in an English periodical an extremely able article entitled "The Curse of History." The writer states his thesis thus: "If

only one is sometimes driven to think, if only the whole memory of the past up to this morning could suddenly be erased, if only all historians would suddenly die and all the records, the chronicles, the annals, the diaries, historic compositions, the epics, legends, myths and fragments of folklore could be heaped up as pyres for their bodies at noon, what incalculable relief that holocaust would bring! How freely the world would breathe! What equality would ensue, what brotherly affection abound, what dark and embittered animosities would disappear in sweetness and light! Amnesty and oblivion, those very words signifying the erasure of memory's tablets, have a soothing and pleasant sound. They savor of peace and smell of precious ointment. They are the token of amity and fellowship restored between conflicting peoples; and the happy obliteration of all history would entail a clause of amnesty and oblivion throughout the human race."

The writer illustrates his formidable thesis by the leading case of Ireland. The fierce resentments which disturb the peace of Belfast are, as he thinks, due to history. "History" he says, "history alone is the curse of that great city." As I apprehend, this brilliant writer had immersed himself in a paradox and confused himself with a fallacy. Surely it is not history but the ignorance of history, not the knowledge of it, that is the real root of mischief. The French saying, "To know all is to pardon all," has nowhere greater truth than when it is used to express the soothing effect of historical knowledge. "If the past has been an obstacle and a burden, knowledge of the past is the safest and the surest emancipation." That is the answer to the taking sophistry which advocates the deliberate obliteration of the memorials of a past that is felt to be odious and burdensome.

When the French destroyed the Bastille, violated the tombs of their kings at St Denis, wrecked their churches, and changed the names of their streets, they impoverished their national life and confused the public mind, but they lifted no part of the burden which the past lays on the present, and only placed fresh labels on existing facts.

"Let us only imagine how beneficent would be the change if orators could forget the phrase 'For which our fathers fought and died.'" But the speaker forgets that with the phrase must go also the moral ideal which it assumes, and the moral appeal which it expresses. There is a loyalty to historic causes which can not be repudiated without degradation.

There is a moving force in ancestral tradition which can not be replaced if once it be lost.

Sir, the study of history is one of the cementing forces of society. There is no more potent corrective of fanaticism and of that fierce partisanship, which corresponds in politics to fanaticism in religion, than a broad historical culture. But it may fairly be argued that such historical culture is hardly within the reach of ordinary folk, who must of necessity accept the historical verdicts of writers who are by no means free from bias, who too often present the facts they profess to state in false perspective, who build on distorted history conclusions which have their real premises in the passions and policies of the present. Can Macaulay or Froude or even your own Motley — to take only the greater names of popular historical writers — be teachers of civic harmony and balanced political judgment? Were they not rather eminent exponents of political theories than candid historians? In an exactly discriminating catalog of literature ought not their works to be classed under the heading "Political pamphlets" rather than under that of "History"? Yet what escape is there for the ordinary reader from the use of such writers?

In his remarkable inaugural lecture of the study of history delivered at Cambridge by the late Lord Acton, that profoundly learned student described the conditions under which historical study must now proceed, and he names specially these three: the accumulation of material, the criticism of documents, and impartiality of attitude. Might it not be argued that all three are fatal to the ordinary citizen's historical study? Who can escape the depressing effect of such a statement as this:

"Every country in succession" (I am quoting Lord Acton) "has now allowed the exploration of its records and there is more fear of drowning than of drought. The result has been that a lifetime spent in the largest collection of printed books would not suffice to train a real master of modern history."

As against the dismay caused by the rapid accumulation of documents there is this consolation for the ordinary man, that the number of books which are genuinely worth reading is extraordinarily small. Lord Morley recently suggested that perhaps one book in a century would be no inadequate estimate of the number of the world's great books. Pulp paper may destroy our forests but it automatically empties our book shelves, for the paper I am sure will not last half a century.

The essential thing is to possess a justly discriminating literary taste. Let me give you an illustration of the soothing effect of historical studies which is ready to my hand and which I think will come home to you in America hardly less closely than it comes home to us in Great Britain. This year, 1912, is the two hundred and fiftieth anniversary of the eviction of the nonconformists under Charles II's act of uniformity. The fact has been the occasion of numerous celebrations in England. Now, if you compare the character of those celebrations with that of the similar celebrations fifty years ago, when nonconformists generally celebrated the two hundredth eviction of their religious ancestors, you will be struck by the difference of tone. Fifty years ago there was bitterness, violent denunciation, an elaborate attempt to revive dying animosities and to strengthen weakening prejudice. Today the emphasis is placed on the lesson of a gross political blunder, and homage is paid to the moral greatness of the Puritan. Then the commemoration had the aspect of a sectarian demonstration; now it has expressed the sentiments of the whole people. What has been the power which has worked this happy change in the course of fifty years? What but history in the hands of modern scholars? The works of scientific historians such as Gardiner and Firth, both personal friends of mine, have brought home to the public mind a knowledge of facts, and made the heroics of partisanship intolerable to educated men. I believe that the most potent factor in bringing about the happy pacification of South Africa after the war was the knowledge, which is widely extended in England, of that heroic past in which the Dutch (and I do not forget that I speak in an ancient center of Dutch life), in which the Dutch and the English stood shoulder to shoulder for the liberty of mankind. Then Motley, to whom I referred just now, your own Motley's book on the Rise of the Dutch Republic is (or at least was) a household book in England; and no man who has read it can ever banish from his mind the sentiments of profound admiration for the Dutch which he drew from its pages. It seemed intolerable that the descendants of the heroes of Leyden and Haarlem should be permanently alienated from those of the Elizabethan warriors who broke the Spanish power. That feeling expressed itself in the almost reckless haste with which the victors in the South African War abandoned their post of vantage, and admitted the vanquished to a full share in the government of the country, enriching mankind with a unique example of imperial magnanimity.

It is indeed, sir, necessary to enter a caveat against the facile notion that history repeats itself. That can never be the case, for history is not a storehouse of precedents, but the record of a continuing process. "Life is a river in which no man twice dips his feet." That must never be forgotten by the politician. He should be on the lookout for differences as keenly, nay, more keenly than for parallels, and yet it is the case that like causes produce like effects, and that the past is a mirror in which the present can see its own tendencies reflected and its own reasons disclosed. "Vere scire est per causas scire." "You only know truly when you know things in their causes," said the wisest of Englishmen, Lord Bacon, and for that knowledge the citizen must go to history, which is the treasury of human experience. Thus the study of the past has a direct bearing on political life.

Historical studies, sir, serve the interest of civic efficiency, indeed it may be questioned whether politics can safely be severed from history or history from politics. Sir John Seeley once said, "Politics are vulgar when they are not liberalized by history and history fades into mere literature when it loses sight of its relation to practical politics."

Professor Freeman, whom I knew as a friend, more tersely was wont to say, "History is past politics, politics is present history."

And Lord Acton indicates the nature of the service which the study of history can render to the citizen when he says that "History compels us to fasten on abiding issues and rescues us from the temporary and transient."

The study of history is a powerful instrument of culture in the state. We are too ready to forget the distinction between civilization and culture (the distinction it seems to me, was underlying the magnificent speech which it was our privilege to hear from Dr Nicholas Murray Butler just now). Members of the most elaborately articulated civilization which the experience of mankind has known, we may well remember the disconcerting fact that "A highly developed civilization is compatible with a rudimentary culture." As we multiply and perfect our tools we may not safely assume that we are at the same time developing and disciplining ourselves. A remarkably suggestive writer in a remarkably suggestive book has recently described our civilization somewhat contemptuously as "Nothing more than a more and more highly potentiated, increasingly more industrious, easier and less free antlike state-existence, certainly rich in blessing and in so far

Looking toward the main reading room from the rotunda

desirable, nevertheless a gift of the ages in the case of which it frequently remains exceedingly questionable whether the human race does not pay more for it than it receives from it."

History makes intelligent observation possible and changes travel into educative value. But let no man make the mistake of confusing a parrotlike mastery of facts with a knowledge of history. Familiarity with historical occurrences need imply no genuine culture of the mind and will by no means necessarily bring any true illumination to the understanding. Believe me, a laborious study of Baedeker can never make any man an historian, or enable any traveler, however intelligent and painstaking, to look at the scenes of history from the historian's point of view. Here also the evangelical aphorism holds good, "The Kingdom of Heaven is taken by violence." There is no short and easy way to the exquisite joy of historical reminiscence and historical sympathy.

Sir, it were a tempting task to pursue my subject further and to show how every branch of human learning gains by being studied in connection with its history. No student realizes the greatness of his particular study if he be ignorant of the process by which his point of view was reached, and the persons to whose labors and sufferings he owes it. This is true even in the case of those studies which might seem to owe less to the heritage of past knowledge. The student of physical science may be tempted to think that he at least may stand outside this rule, that he may confine himself to his laboratory, and waste no time in learning the tortuous courses of prescientific research. But he may not thus impoverish and restrict his mental life. He will only realize the nobility of his task when he sees it as the last link in a long chain of efforts, and realizes that his present knowledge is the slowly garnered harvest of ages. Others have labored and he has entered into their labors. Theology and philosophy are directly connected with history, because they cut so deeply in the human life that they can hardly be studied effectively apart from the historical method. A great historian who was also an eminent churchman, Bishop Stubbs, said: "The study of modern history is next to theology itself and only next in so far as theology rests on a divine revelation, the most thoroughly religious training that the mind can receive."

Sir, I have intruded too long upon the patient attention of this great convocation. I desire in sitting down to thank you for the

privilege of speaking here today, and to wish from my heart the fullest realization of the legitimate hope which this occasion so reasonably inspires.

CHANCELLOR REID: As the best means of reaching the scattered members of the Board, I desire to announce at the request of the Commissioner of Education that a meeting of the members of the Board of Regents will take place in the Regents chamber immediately after the dispersal of the audience.

FIFTH SESSION

FIFTH SESSION

Thursday, October 17th, 10 a. m.

AUGUSTUS S. DOWNING: I am asked by the Chancellor to say to the ushers that the ten minutes having elapsed, all seats now unoccupied are free.

CHANCELLOR REID: Before this magnificent building is formally placed in our hands we have an agreeable duty before us. We are honored by the attendance of representatives of great universities and institutions of higher learning at home and abroad. The First Assistant Commissioner of Education will now call the list of delegates who have been certified to us and as each representative of an institution of learning is called upon, he will be good enough to rise in his place and present his address which is to be filed with the Commissioner. I will ask him immediately to begin calling the roll.

AUGUSTUS S. DOWNING: The roll will be called by naming the institution and if there are two or more delegates from the same institution, only that one charged with representing the institution will be expected to make response.

The roll was then called and responses made as follows:

EDINBURGH UNIVERSITY: The senatus academicus of the University of Edinburgh has commissioned me to present, in its behalf, to the Education Department of the State of New York, the congratulations of the University upon the completion of the magnificent structure dedicated to the service of education in this State.

UNIVERSITY OF KRISTIANIA: The rector and senate of the Royal Frederick University, at Kristiania, Norway, wish to express through me their deep appreciation of having been afforded this opportunity to testify to their admiration for the great work which the State of New York has already accomplished in the common cause of education and to proclaim their conviction that in the splendid building to be dedicated today the future achievements will surpass even the successes of the past.

Quod felix faustumque sit!

McGill University: I bring you from my university most sincere good wishes and warmest congratulations.

We congratulate you on the ever increasing efficiency which you are achieving in the standardization of education in this State. We congratulate you on the magnificent building which is to be the home and center of your work. Lord Bacon in his essay on Building says: "First, therefore, I say you can not have a perfect palace except you have two several sides, a side for the banquet and a side for the household. The one for feasts and triumphs and the other for dwelling."

During the past days we have seen how splendidly this magnificent palace meets the need for feasting and triumphs, and also in passing through its corridors and offices we have seen how admirably adapted it is as the dwelling place for your manifold daily activities. Our wish is that your work which goes forth from this building to every part of the State may have an ever increasing development and fruition.

University of Toronto: The University of Toronto which I represent is a state institution, so that in speaking today, I may without presumption assume that I am expressing the good will of the educational forces of the province of Ontario. Along with your other visitors, I wish to congratulate you, sir, the Board of Regents and the Commissioner of Education, in this consummation of your labors. We know by experience the standards you have maintained. In Ontario also the educational system is strongly articulated, but we are impressed by the variety and extent of your functions, and the concentration of your activities. May the outward splendor of this building and the comprehensiveness of its internal arrangements be symbolic of the esteem in which education will continue to be held by the people of this State, and of the efficiency with which it will always be conducted.

Queen's University of Belfast: I bring to you, sir, sincerest good wishes and congratulations of what is an old college and a new university.

University of Manchester: As an honorary alumnus of the University of Manchester, I am charged by the vice chancellor, Sir Alfred Hopkinson, with the agreeable duty of conveying to you and to the Regents the congratulations of the University of Manchester on the occasion of the dedication of the State Education

The arcade along the front of the building

Building, as well as the hearty good wishes of that university for the continued success and extended usefulness of the work of the Education Department of New York.

St Francis Xavier's College, Antigonish, Nova Scotia: I have the great honor to offer to the State of New York the sincere and hearty congratulations of the governors and faculties of the University of St Francis Xavier's College, on the completion and dedication of the State Education Building, and to express their fervent wish that the lofty educational aims of the Regents of the University of the State of New York, nobly symbolized in this majestic Education Building, may be realized to the fullest extent.

Province of Nova Scotia: I come from that small province of Canada farthest east — Nova Scotia, New Scotland — bearing its greetings to the great Empire State of New York on this auspicious occasion.

For many years we have been recognizing your leadership in the systematic and effective development of public education, of the scientific exploration of your natural resources, and of facilities for the general enlightenment of your people; and so far as local conditions permitted we endeavored to avail ourselves of your experience.

We now offer our enthusiastic congratulations on the erection and dedication of so monumental an edifice and equipment for the headquarters of the intelligence in supreme control of your public education in all its phases and grades, of your learned professions, of scientific research for the development of your material well-being, and of the continuous and clear exhibition of the course of the evolution of law and civilization in the world around you. You are thus preparing the way for the time in the near future when we all can, with amplest loyalty to our own respective nationalities, enter with full statehood into the universal Republic of Man.

When, for instance, in carrying out the principles governing the conservation of the working energy of our people, you shall stimulate them to adopt the simple decimal, world system of weights and measures, we hope to be ready to follow you. And when you shall aid in improving on scientific and economic principles, the crudely written form of our common language which otherwise is known to be the most effective which has hitherto come into existence, we hope to be ready to follow you then also

in giving for its use and comfort the universal language to the Republic of Man.

UNITED STATES BUREAU OF EDUCATION: Education is the highest function of the modern democratic state. Right and full education of all the people is the state's most important interest. A matter of such magnitude and difficulty should not be left alone to the varying interests, ability, and wisdom of local communities, large or small, without adequate supervision and direction by the larger unit of the state. All education is public education and every school, no matter what the source of its income, the manner of its control, or the limitations upon attendance, is a public school. All education has for its end preparation for life, for making a living, for society, for citizenship and its responsibilities, and for eternal destiny, and neither business, society, the state nor the recording angel asks of any man or woman whether he or she has been educated in so-called public, private, or parochial schools. Nor does either offer any special reward, make any special excuse, or inflict any special penalty on any individual because of the fact that the funds for the support of the school in which he or she has been educated were raised by private subscriptions, collected in the pew on Sunday, or by the tax collector on Monday. Rightly considered, all education, lower and higher, general and technical, is one. All agencies of education, from the kindergarten to the university, from the manual training shop and the school garden to the great public library and the laboratory for original investigation are in fact parts of one system and should be such in theory and in administration.

This fuller conception of education and the interrelation of the agencies and means thereof, and of the state's responsibility in connection therewith, New York seems to possess more than other states. This building, whose dedication to the service of this State we this day celebrate, stands in its beauty, symmetry, capaciousness, and strength a fit symbol and expression of this conception.

I therefore congratulate you, Mr Chancellor, members of the Board of Regents, Mr Commissioner, and you gentlemen and ladies who hold official relations to the educational system of New York and all the people of this great State on the completion of this palace which is to be the home of the administration of the most complete state system of education in America. This day should mark the beginning of a new era in education throughout the country. Other states will be led by this event to study your

theory of state administration and will sooner or later follow your example and adopt policies more or less similar to yours. The time should not be far distant when buildings like this and for similar purposes may be found at the capitals of most of the other states, and I sincerely hope that the Bureau of Education at Washington may at some time in the not too distant future have like quarters.

I bring to you the greetings of the Bureau of Education of the United States and the great democratic Republic which it serves.

Department of Education of Missouri: The Department of Education of Missouri greets the Department of New York and congratulates it on the completion of this temple meant to contain the heart that shall pump life into the public schools of this great Commonwealth. May the memory of the great event here commemorated, the unification of the public educational activities of the State, long survive the lasting memorial to it. Here's hoping that the heart here housed may never ossify. May no child of this State asking for bread ever receive anything harder.

Missouri delights in the long line of eminent men who have contributed to the advancement of education in the Empire State. While she may not surpass her greater sister, she will gladly emulate her and under the banner "Excelsior" join her in labor for a wiser, saner, freer and more reverent citizenship.

In especial, Missouri felicitates New York on the man who so creditably heads the oldest educational department of the country. She felicitates him on this happy fruition of a fond hope. She hails him as an example that has enabled many young men to turn away from the attractions of the flesh pots and to cleave to the profession of teaching. She wishes many years of happy, peaceful enjoyment to the fulfilment of his plans, to Andrew S. Draper.

State of New Jersey: Mr Chancellor, the completion and use of this building promotes and will promote the interests of education not merely in the great State of New York but elsewhere. At least this is true so far as New Jersey is concerned. Our state is so closely related to yours that whatever you do here magnificently and constructively we are the gainers thereby. We are therefore this morning not merely interested in the ceremonies and in this dedication, but we are grateful. As a son of New York and particularly as a representative of the state of New Jersey it is an honor to bear this

testimony in behalf of the state of New Jersey to the State of New York and all its educational interests and to the Commissioner of Education, and extend our very hearty congratulations.

HARVARD UNIVERSITY MEDICAL COLLEGE: The Faculty of Medicine of Harvard University expresses great pleasure for the opportunity offered them to extend, through their delegate, their hearty congratulations on the occasion of the dedication of the building of the Department of Education, an institution of great influence in the elevation of education in the State of New York, and an inspiration to educators throughout the country.

YALE UNIVERSITY: The president and fellows of Yale University extend to you their sincere congratulations on the dedication of the new building at Albany. It stands for an important epoch in the history of education in America, symbolizing in noble and enduring form both the generous interest of the State in the training of youth and its willingness to make use of the highest architectural talent in the public service.

The university has delegated two of its representative graduates, Professor John Christopher Schwab Ph.D. LL.D. and Henry Pitt Warren L.H.D., Principal of the Albany Academy, to represent it on this auspicious occasion. They will convey to you the felicitations of a university in a sister commonwealth which hopes and believes that the action of the New York Legislature in giving its educational authorities a worthy home may help to dignify the teacher's calling and to stimulate the cause of public instruction throughout the nation.

AMERICAN PHILOSOPHICAL SOCIETY: The American Philosophical Society, founded by Benjamin Franklin in 1743, the most venerable of the learned bodies of America, has, through its president and secretary, directed me to present to the Education Department the congratulations of the society on the auspicious occupation of this magnificent building.

PRINCETON UNIVERSITY: Princeton University offers its congratulations as one of the nearest neighbors to the State of New York and as one which enjoys many direct benefits from the Department of Education. The modern educational world is a society — not a mob of independent factors. Whatever hurts one hurts all and whatever helps one helps all. All universities profit by this building. Princeton is profiting at the present time in many concrete ways by the Education Department of the State of

New York. For the first time this year it makes use of the Regents examinations. At least one of its professors is now doing work with salvage from the State Library's noble collection of American manuscripts, and at least one other professor has already found great help in the amazingly good beginning of a new collection of books, made possible by the wise liberality of the New York Legislature. Princeton suffered by the fire and it benefits by the new building and the new books; it is ready to serve as it is to be served and it hopes for a development of mutual service, without end.

COLUMBIA UNIVERSITY: Columbia University, whose origins are a generation earlier than the organization of the State of New York itself, and which has from the very beginning cooperated effectively and with sympathy in the development of a unified educational system for the State, offers respectful greeting to the Regents of the University of the State of New York, to the Commissioner of Education, and to his associates, upon the happy completion of this great building, which is to stand henceforth as convincing and material evidence of the care which the people of the State have for the things of the mind.

UNIVERSITY OF PENNSYLVANIA: The University of Pennsylvania extends the most cordial greetings to the Department of Education of the State of New York upon this physical expression of its great functional and institutional growth. It has ever said the most consistent and insistent word upon the unification and standardization of education, and it has emphasized the important principle that the responsibility for such standardization rests with the State.

It is with the most earnest hope and confidence that this occasion marks the beginning of a period of greater usefulness and the entrance upon an even broader field of service that the provost, trustees, and faculties of the University of Pennsylvania extend their congratulations upon the event.

BROWN UNIVERSITY: The State of New York gave to Brown University that great educator whose name still shines uneclipsed on the roll of American college presidents — Francis Wayland.

Brown University has given to the State of New York two of its most distinguished governors — Marcy, whose name is proudly borne by the loftiest summit of your Adirondacks, and Hughes, whose living spirit still walks in yonder Capitol. These are but more

illustrious examples of the exchanges that have gone on for over a century between the Rhode Island institutions and your imperial Commonwealth.

It is, therefore, with a certain sense of membership in your household of learning that Brown University today congratulates the State of New York upon realizing a colossal educational conception in the beauty and grandeur of this temple of enlightenment erected for the pursuit and diffusion of that knowledge which is the power of a state.

DARTMOUTH COLLEGE: I have the honor of presenting to you the sincere greetings of Dartmouth College; a college quite unique in its foundation and with a romantic early history. Eleazar Wheelock, graduate of Yale, wishing to carry the gospel to the retreating Indians, blazed his way through trackless forests into the wilds of New Hampshire over one hundred forty years ago built a log cabin in the woods and began his work. This was the beginning of Dartmouth College. Its charter was given by King George the Third and the college took its name from a noble family of the mother country.

The Indians in large measure disappeared, though several graduated and did good service in their day; the line is still kept up, but only a few avail themselves of the privilege. In the early part of the last century it became the college of Daniel Webster, of Thaddeus Stevens, of Rufus Choate, of Salmon P. Chase and of hundreds of others who have done much for the cause of education and for the establishment of the chartered rights of institutions, and in maintaining national liberty.

Dartmouth congratulates you in the possession of this classic and monumental building devoted solely to the cause of education; it congratulates you on the wide range of your activities, as by the statement of your Chancellor you cover the entire field from A-B-C to A.B. The Regents diploma of seventy-two counts or more is a guaranty of fitness to do college work.

May this building serve its noble purpose and strengthen the cause of education throughout the land by influencing other states to emulate its example.

RUTGERS COLLEGE: As I am here as a layman to represent Rutgers College on the telegraphed request of President Demarest, who is prevented by a sorrowful circumstance from participating in these exercises, I can not speak *ex cathedra,* as one having authority to

speak on a subject involving the principles and methods of education, or as one having familiar cognizance of the activities and aims of your autonomous institutions, which, by reason of its unrestricted powers and opportunities, is the most potential of all the factors in the progress, prosperity and ennoblement of the people of this great Commonwealth. I can speak only as one of that innumerable and grateful laity who have been incalculably helped by our modern beneficent system of education, and who bespeak, for the glory of our country, further and greater educational benefits for our national commonalty of the future. Speaking for that great laity by presumption and in behalf of that most ancient and honorable institution of learning in New Jersey by proxy, I sincerely congratulate the Education Department of the State of New York upon its possession of this magnificent temple, dedicated as it is today, and devoted as it will be in the future, to the mental and moral improvement of its citizenry.

WILLIAMS COLLEGE: One hundred and twenty years ago, nine men sent a petition to the General Court of Massachusetts asking that the little free school in Williamstown be incorporated into a college. In their petition they explained that Williamstown, being "an inclosed place," would not be "exposed to those temptations and allurements which are peculiarly incident to seaport towns," and they announced the generous, if not modest, ambition that, inasmuch as Williamstown touched the borders of the States of New York and Vermont, there might thus be furnished an opportunity to "extend culture and manners among the citizens" of these two sister states. Their petition was granted. Unless the later generations have been faithless to the ambitions of their fathers, Williams College has sought then for more than a century, from her inclosure in the mountains, to spread "culture and manners" throughout this great State.

However this may be, it is a fact that for a hundred years New York has sent to Williams College more than one-third of all the students received there. And it is a fact, also, that a very considerable portion of these students in the last decades have been examined for admission to college solely by the New York Board of Regents. Whether the college has contributed much of culture and manners to her neighbor, who can tell? But we know that the State of New York, through its Board of Regents, has contributed generously of sound learning and true knowledge to the small Berkshire college.

It is in grateful recognition of this that Williams College extends today its congratulations to you, sir, and to the Regents on the possession of a new home and to the Empire State on the service rendered to it and to the world at large by the Board of Regents.

UNION UNIVERSITY: Union College which holds from you the first charter ever issued by your honorable body, and Union University, part of which dwells under the very shadow of these walls, bring to you our felicitations and cordial greetings. It is peculiarly gratifying to us who are your close neighbors and blood relations to see here at the capital of our own State a building devoted exclusively to the interests of the mind and spirit — a visible emblem, noble and adequate, representing in the eyes of all the people the dignity and the supreme value of education. Its present significance is manifest and we may venture to hope that in time it may come to mean even more to us than the legislative halls of the Capitol itself — for in the final estimate it will be found that the security and prosperity of the State will depend upon the education of its citizens and not upon the multiplicity and rigor of its laws. For this central truth this splendid edifice will stand. The unity of its design contrasted with the architectural conglomeration of your more ambitious neighbor will symbolize a unity of purpose and a pure and single-minded devotion to the high service to which you are dedicated unembarrassed by entangling party alliances, serene amid the turmoil of conflicting political interests.

The beauty of this structure, the sources of whose inspiration run back to the culture of ancient Greece, will be an emblem of the fair influence which shall stream out from here for the beautifying and enlightenment of life, and the substantial strength of your walls and massive columns shall typify the solidity and permanence of the structure of knowledge.

May the spirit of truth find here a fitting sanctuary and may this building long remain at once a monument to education, the home and shelter of intellectual life and a fountain of inspiration for the higher hopes and aspirations of the State.

BOWDOIN COLLEGE: Mr Chancellor and members of the Board of Regents, it is my privilege to represent on this occasion a college which has not the advantage Williams College possesses of being very near to the State of New York, and yet Bowdoin College has been, I may be pardoned for saying, so closely associated with the intellectual life of the nation, especially that intellectual life

which has found expression in letters, that it can never be indifferent to any movement that is actuated by the noble ideal of education to raise the standard of intelligence and contribute to the integrity and the elevation of the national character. I take great pleasure, sir, in presenting the congratulations of Bowdoin College on the completion of this building and congratulations on the leadership which New York has maintained in matters educational.

ALBANY MEDICAL COLLEGE: The Albany Medical College desires to present its most hearty congratulations to the State of New York, its Board of Regents, and its Education Department, on the completion and occupation of its commodious and commanding new Education Building.

The importance of this Department to the welfare and progress of the State can scarcely be overestimated. The necessity for a suitable structure in which its library could be securely housed, and its various duties properly performed, had long been recognized by those familiar with all the conditions. But it required an unusual degree of energy and steadfastness of purpose to convince legislators and the public at large of this fact.

Congratulations are further due that there was at the head of the Department a man whose ability, firmness of character, and previous experience in such matters so well fitted him to bring your wishes to a successful consummation.

That the Department may have a long and prosperous career in its new building is the earnest wish of the Albany Medical College.

ALBANY LAW SCHOOL: The Albany Law School in extending its congratulations to the Regents of the University and through them to the people of the State on the completion of the Education Building and its readiness for occupation, expresses especial interest in the commodious and convenient quarters assigned to the law library and the care and discrimination which has been shown in placing upon its shelves the many thousands of volumes of statutes, reports and textbooks which will serve alike the bench, the bar, the law instructor and the student.

We may, I trust, be pardoned in expressing a feeling of pride and an added interest in the work in view of the fact that the executive of the board to whom so much of credit is due for its inception and satisfactory completion, is one of the most distinguished of our alumni.

ALBANY COLLEGE OF PHARMACY: The Albany College of Pharmacy brings greetings. It congratulates the Board of Regents on the completion and occupation of this magnificent building dedicated to education and science. To the State Department of Education it pledges continued allegiance with the assurance of its desire to aid in every way that it may in upbuilding the educational system and maintaining the high educational standing of the Empire State.

LIBRARY OF CONGRESS: The larger felicitations of the Federal government have been appropriately conveyed to you by the Commissioner of Education. Its national library has, however, a particular interest in a building which assures to an associate of similar functions within its field an ample provision for its collections, and opportunity for a broader, a deeper, a freer and a more enduring service. The national library also was, until recently, mere tenant of a legislative building; it passed the first ninety-six years of its career under the roof of the Capitol, and only then was accorded the recognition of a separate establishment. In its case the removal was fortunately effected before disaster. For the disaster which fell upon yours, on the very eve of removal, was profound. It rejoices proportionally in the evidence afforded here and by the large grants already made for the purchase of new material, that the collections are to be vigorously replenished, and that the State so far from abating, has utilized the occasion to refresh and augment its purposes for a library here worthy of itself, useful to its own administration, auxiliary to its general system of education and serviceable to scholarship at large. We are glad that this building assures also the continuance of the Library School, which, though a by-product of the Library proper, has done a notable service in advancing the standards of training for library work; and I express this not for one library alone but for the many which have profited by its graduates.

We are confident that in its administration in general this library will continue and enlarge its place in the community of libraries, emphasizing as it has done that if in union there is strength, in cooperation alone — among libraries — is there complete efficiency.

MIDDLEBURY COLLEGE: Few institutions outside the Empire State itself are more deeply interested in public education in the State of New York than the Vermont college of the Champlain valley. In early years nearly one-half the students of Middlebury College came from northern New York. To your high schools and academies we have sent many teachers. The northern portion of your

The dedicatory procession leaving the Education Building

State was settled largely from Vermont, and the elm trees there dip their tops to the eastward, inviting you back to the green hills from which you came. Indeed had it not been for the stubbornness of Ethan Allen and his Green Mountain boys, Vermont would today claim ownership with you in this superb home of education. As it is, we sell you the marble, you pay the taxes, and we share in the benefit. We congratulate both you and ourselves, therefore, and pray that this temple may ever enshrine a wealth of spirit equivalent to its outward beauty.

University of South Carolina: Mr Chancellor, members of the Board of Regents of the State of New York, the University of South Carolina presents through me to you their sincere greetings and hearty congratulations on the accomplishment of this great work which finds expression in this magnificent building that stands as something tangible, something visible to the great mass of people as a redeemed pledge to them of your faith and confidence in what education of the masses means. The dissemination of knowledge goes hand in hand with the widening circle of human sympathy which after all is at the very bottom of all national progress.

New York Historical Society: While listening to so many "family records," as it were, so many detailed family histories, such numerous dates of birth, I had fancied almost that I was attending a convention of American genealogical societies and that we were competing in establishing the relative antiquity of our forbears; and so I had almost forgotten that I was delegated by the New York Historical Society to bring to you the hearty greetings of that old, sturdy and solidly established society and to express to you its warmest felicitations upon the completion and dedication of this really most magnificent and admirably arranged edifice.

The New York Historical Society was founded in 1804, and is the oldest in the State of New York, and with one or two exceptions the oldest in the United States.

It is a great storehouse of the records of education and of results of education, as well as the records of human achievement and human failure.

In its most extensive archives and great accumulation of materials of incalculable value it is one of the greatest aids to the promotion of education and the diffusion of knowledge.

History is more than the handmaiden of education; it is a guide to education. It enables education to read the future — for we have no

means of judging the future except by a careful study of the records of the past.

History tells us that Pericles built the Parthenon at Athens — that most magnificent temple which has been the wonder and admiration of the world for twenty centuries — and exhausted art, and Athens, in the effort.

The Parthenon was dedicated to the whole of that beautiful fiction termed Grecian mythology; and its soul has been dead for eighteen centuries. It is now only a magnificent and sublime ruin.

But *this* magnificent temple, which alone can enter into competition with the Parthenon in its superb architectural beauty, in its immensity and in its wonderful construction, is dedicated to the further and unlimited development of the human intellect and to the continuous enlargement of human efficiency.

So, may *it* endure forever!

HAMILTON COLLEGE: Mr Chancellor and Regents of the University, the college that bears the name of Alexander Hamilton eagerly joins in felicitation and congratulations on the accomplishment of this classic expression of the idealism of the people of New York State.

ACADEMY OF NATURAL SCIENCES, Philadelphia: As representative of the Philadelphia Academy of Natural Sciences, for over a century an influential center of research and contributions to all departments of natural history, I convey to the New York State Department of Education congratulations on the past achievements of the Department and felicitations upon the bright prospect for the advancement of science and education which this new building and equipment holds out for the future.

GEORGETOWN UNIVERSITY: Representing one of the oldest of the universities in the United States under religious management, and one operating under a direct congressional charter, there is special point in my tendering you in its behalf congratulation on the dedication of this notable State Education Building.

This congratulation is proffered in recognition of the stimulus to the elder scholastic system from the object lesson of differing methods of instruction developed under the auspices of the state, as well as from the official requirement of a high standard of proficiency in the sciences, the arts and the professions, no less than in grateful acknowledgment of sympathetic treatment accorded private educational institutions by the policy of the great State of New York.

The University of Georgetown, standing for broadness of education, rejoices to take part in the opening of the home of this State University which, not seeking to impose a rigid educational machine producing a uniform output, has fostered the training of the people in harmony with their individual bent, according to varied curriculums and through a diversity of agencies.

ALLEGHENY COLLEGE: I have the honor and pleasure of bringing greetings and congratulations from one of the small colleges. Though small, we have good purpose and high purpose. Allegheny College was founded in 1815 by Timothy Alden, lineal descendant of John of the Mayflower, and a graduate of Harvard. There is a time-stained document in our archives which recites that in the cornerstone of our first building, laid in 1820, there was placed a fragment of the great Pyramid, a chip from one of the columns of Queen Dido's Temple, a piece of mortar from Virgil's tomb, and a small section of Plymouth Rock. We are not sure that these fragments came from the sources described, but we know that they suggest our devotion to what is great in the past, and they also suggest our moral purpose. Such being our spirit, we appreciate your high aim to bring the best of all ages and all nations to every citizen. We heartily congratulate you on the erection and happy dedication of this superb building, and in the carrying out of your significant and far-reaching purpose we wish you good speed and Godspeed.

COLGATE UNIVERSITY: Colgate University joins most heartily in the general congratulations to the Board of Regents and in the mutual felicitations of all concerned in the educational work in our State on the dedication of this noble building which we regard as not so much a milestone as rather a stepping stone of educational progress.

AUBURN THEOLOGICAL SEMINARY: Auburn Theological Seminary enjoys the distinction of being the first institution devoted to the pursuit of the theological disciplines to receive a charter from the State of New York.

When in the early years of the last century the sturdy and serious-minded settlers in western New York, feeling keenly their need for a body of men trained to religious leadership, sought high ecclesiastical recognition for their theological seminary, it was refused them. They were all the more gratified, therefore, to have the recognition of their effort for the highest welfare of the people from the State in the granting of the

original charter to the trustees of the Theological Seminary at Auburn in the State of New York.

Under the protection and in the enjoyment of the liberty thus guaranteed to us, we have carried forward our work for the moral and religious well-being of the citizens of this State and of others beyond, rejoicing in sympathetic relation with the Education Department of the State and in the consciousness that we are recognized as an integral part of the State's educational system.

Auburn Theological Seminary offers its sincerest congratulations to you, sirs, and all associated with you on this most interesting and significant occasion.

PHILADELPHIA COLLEGE OF PHARMACY: It gives me much pleasure to bring to you, Mr Chancellor, and to your associates, the hearty congratulations of the board of trustees and the faculty of the oldest institution of its kind in America, the Philadelphia College of Pharmacy.

MASSACHUSETTS COLLEGE OF PHARMACY: The New York State Education Department has done much toward developing the professional side of pharmacy. In appreciation of this good office, the Massachusetts College of Pharmacy sends its representatives to express our hearty congratulations on past and present achievements and our sincere wishes for the future.

BROOKLYN INSTITUTE OF ARTS AND SCIENCES: The Brooklyn Institute of Arts and Sciences congratulates the Board of Regents and the Commissioner of Education of the State of New York on the erection and completion of the State Education Building in the capital city of the State and in close association with the State Capitol. New York State for a century and New York City in recent years have developed public and private schools and institutions for higher education that have been and are of very great service to the people of the State and have had a far-reaching influence on the peoples of other states and of other countries. The unification of the educational work within our State under the Board of Regents, accomplished within a decade, has been a vast benefit to all our schools and colleges and to all our other institutions of learning, and has made possible the great constructive work of the Commissioner of Education and his associates, and has also made possible and desirable the planning and erection of this beautiful, serviceable and magnificent building, in which the administration of the State Education

Department may be carried on comfortably and effectively in future years. In providing this building the State of New York is the first of our states properly to recognize the supreme public function of education in the upbuilding of the state and the nation, thus conferring upon our entire country a lasting benefaction.

HOBART COLLEGE: Hobart College joins gladly in the greetings of the colleges of New York State to the Alma Mater of them all. May this new building dedicated to education, to literature, and to all the arts, worthy expression of the people's worthiest ideals, a temple set upon a hill, and sacred to the muses, be for many generations a fitting abode for the highest activities of the commonwealth, a fitting symbol of our abiding faith that the things of the spirit are also affairs of state, that enlightenment and justice go always hand in hand, that education and government stand always side by side.

> A treasure house for the riches of the past,
> A stronghold for the forces of civilization,
> An enduring monument to the enduring worship of
> Wisdom, and truth, and beauty.

AMHERST COLLEGE: I have been commissioned by Doctor Alexander Meiklejohn, inaugurated yesterday president of Amherst College, to express to you, sir, to the Board of Regents and to the Commissioner of Education the felicitations of that school of classical culture on the distinguished educational achievement here today consummated. This message of congratulation from a fountain head of the humanities I transmit to you by the hand of science.

RENSSELAER POLYTECHNIC INSTITUTE: Gentlemen of the Board of Regents of the University, this is a day for congratulations, congratulations to the people of the State of New York for the high character and ability of the Board to which its educational interests are entrusted and upon their good fortune in having directly in charge of those interests such an able administrator as the present Commissioner of Education; congratulations to the Commissioner for having such an effective and intelligent corps of assistants who are always willing and able to give effective assistance in educational work; congratulations to the Regents of the University upon the completion of this splendid structure which will add so greatly

to the facilities for continuing their good work. In these few words I bring you the congratulations of the board of trustees of the oldest school of science and engineering which has had a continuous existence in any English speaking country and with them the assurance of their admiration, their respect and their good will.

MASSACHUSETTS STATE LIBRARY: On behalf of the trustees of the State Library of Massachusetts it is my privilege to extend to the New York State Education Department cordial congratulations on the dedication of the new Education Building to its manifold purposes. With facilities so greatly enlarged and strengthened your continued educational leadership is assured. Your influence in the molding of ideas and your conception of broad education will be permanent. Your best reward will be found in a larger personal usefulness and a better citizenship.

The library of a sister commonwealth wishes you Godspeed in the development and progress of your high ideals.

UNIVERSITY OF INDIANA: The trustees, president and faculty of Indiana University wish to join you today in consecrating this building to the most righteous public service our age has yet conceived. It is said that the Greeks invented the general system of investigation that we still use. However this may be, it is certain that the idea of formal education by the State is a modern invention. We have put our faith in it. In a sense it is our religion. In the face of plague, vice, or famine, we now make our final appeal to investigation and education. That New York State is firm in the faith we now have material proof. It is to join hands with her that we send this word of greeting from the university of another state.

NEW YORK UNIVERSITY: New York University joins in heartiest congratulations as you take possession of this magnificent building. We of the city which has long given education first place in its budgets, rejoice that the State has provided for the Department of Education a home commensurate with its power, responsibility, and opportunity for public service.

In forsaking the Capitol, you leave a great laboratory of human motives and aspirations, where history is in the making, and where it has been easy to keep in close touch with current thought and endeavor. For house companions you are now to have a museum and a library. It would seem that you are turning

from the living present to the dead past. But while this building is intended to fulfil in some measure the function of a shrine for the preservation of ancient relics, we trust it will serve in greater measure as a power house, with furnaces in the offices of the Commissioner powerful enough to transmute the dead matter in the hoppers above into light and power for the illumination and progress of the people of New York.

We of the city of New York, whose population will soon form one-half of the population of the State, can only regret that your beautiful building is not more accessible to our citizens. So highly do we rate your services to the State, that we could wish that the city of New York might receive a larger share of your time and attention. Now that such splendid provision has been made for headquarters in Albany, we look forward to the time when the State will be as liberal to its educational institutions, to its students and prospective physicians and lawyers as to its public service corporations, its factory workers, its automobile owners and prospective chauffeurs, and provide in the city of New York a district office which, while expediting the public business, will reflect the ideals of public welfare and social efficiency which you have caused to permeate the Department of Education, and which find in your new building dedicated today but a dignified and worthy outward expression.

Wesleyan University: An alumnus since 1847 and for more than sixty years a trustee, I have the honor to represent my Alma Mater, Wesleyan University.

Eighty-one years ago, in two noble brownstone buildings fronting a generous common and overlooking the Connecticut valley, with a president and faculty of four professors and an endowment of forty thousand dollars, being duly chartered, the life of Wesleyan University began. Captain Alden Partridge, a former superintendent at West Point, had erected these noble buildings for his Literary and Military Academy. Desiring to establish his school elsewhere, and finding it inconvenient to remove his solid buildings, he was glad to sell them to a projective college at much below cost. Today, from eleven noble college buildings, and eight fine chapter houses encircling the handsome park, invoiced at three-quarters of a million dollars and an endowment of two and one-half million dollars, President William A. Shanklin and his faculty of thirty-eight professors and instructors send you their most cordial greetings and

congratulations. Eight hundred of our living alumni have their residence and activities in the State of New York.

The projectors of this magnificent building doubtless had far-reaching visions of its uplifting influence; but as an inspiration to other states and coming generations, they may have "built better than they knew."

Oberlin College: On behalf of the president and faculty of Oberlin College, I have the honor to extend to you congratulations. Two considerations lend special heartiness to Oberlin's greeting. On the one hand is the peculiar emphasis which in some notable ways my Alma Mater has always laid upon democracy in education. On the other is the uniquely democratic character of this building. We are familiar with noble buildings, provided most often by private wealth, for the housing of higher institutions of learning, which, however democratic their spirit, practically offer opportunity only for the comparative few. But here is housing, magnificent as that of any college or university, provided by all the people, and dedicated to no narrower field than the common education of all the people. Oberlin, therefore, sincerely rejoices with you and the people of this State in the achievement of this splendid monument and instrument of the broadest democracy in education.

Alfred University: Alfred University directs me, as its representative, to convey to you, sir, and to the Board of Regents, and also to the Commissioner of Education, its congratulations and felicitations on the completion and occupancy of this noble structure now presented to you by the people of the State, and today dedicated to the high ends of education, a work for which, under your leadership, and that of your illustrious predecessors, the State has already become famous.

No educational institution within the borders of the State rejoices with you more than does Alfred, which bears the name of the great and good king Alfred, who a thousand years ago laid the foundations of education in England.

No section of the State takes greater pride in this achievement than does Allegany county, and the neighboring counties of western New York. The distinguished Governor under whose administration this great plan was conceived and whose signature completed its enactment into law was a favorite son of Allegany county, and an honorary alumnus of Alfred University. Because we love and honor

The dedicatory procession

the name of Frank Wayland Higgins it pleases us to associate this structure with the achievements of his notable administration.

We pray that from this new house of knowledge — this home of learning — there may go forth evermore ideals of scholarship, citizenship, virtue, cultivated tastes and refined character which shall make the Empire State distinguished, not alone for numbers and wealth, but more than all else, for those spiritual qualities which are the soul of life. To this end may this structure fulfil its mission — "A city set on a hill, whose light can not be hid."

University of Michigan: The University of Michigan sends heartiest greetings and congratulations. Last June a number of educators from New York State went to Ann Arbor to assist in the celebration of the seventy-fifth anniversary of the founding of our university. Since Michigan, in its educational work, has borrowed both men and ideas from New York, we are now especially glad to participate in the dedication of this building, an event which marks a new epoch in the educational history of New York State.

University of Missouri: To the Chancellor and Regents of the University of the State of New York and to the Commissioner of Education, the board of curators, president and faculty of the University of Missouri send greetings on this most happy occasion. Their greetings are particularly pertinent because just twenty years ago they were driven from their home by fire only to occupy a larger building, to enjoy a better equipment, and to enter upon a broader field of service. Because of the work for secondary education inaugurated by their former president, Dr Richard H. Jesse, in the examination of high schools and their work, for the purpose of accrediting them to the university, a work similar in its scope and effect to your own work, they feel a special interest in this dedication. They believe that the work of improving the efficiency of the high or secondary school is and ought to be one of the functions of a state university. Their feeling is not prompted by a desire for better preparation for the college or professional school but because of the effect on citizenship. Our people are better and happier for the work you and they are doing for this cause of secondary education.

Syracuse University College of Medicine: The College of Medicine of Syracuse University desires me to congratulate you upon the completion of this building of great beauty and of

greater usefulness, and to say that in the domain of medical education, the advances in which during the past ten or twenty years have been truly phenomenal, we believe that your policy has been wise and your administration of it just. You have met the demands of the foremost medical educators of the nation and you have convinced the people that your object in making more rigid the entrance to the profession of medicine is to protect their interest and to conserve their health and you have been of real assistance in teaching the people that health of body and of mind is the most valuable of their possessions.

UNION THEOLOGICAL SEMINARY: Mr Chancellor, the faculty of Union Theological Seminary charged me with the congratulations to the Regents and those concerned in these dedication ceremonies. We have labored with the Regents of the State loyally, having surrendered to them our chartered right to confer degrees and we hope to continue that policy in the general interest we all feel in the unification in raising the standard of education throughout our State.

NEW YORK STATE NORMAL COLLEGE: We have the honor to present to you today the congratulations of the faculty of the New York State Normal College. This building now about to be dedicated will stand not only as a monument to your ability but also as an object lesson and an encouragement to all lovers of education. The chief aim of education is to inspire men to seek with a grave diligence after high things and to make their lives at once rich and austere.

SMITHSONIAN INSTITUTION: The Smithsonian Institution at Washington extends congratulations on the completion of this imposing edifice erected for the use of the Department of Education of the State of New York. The structure is great in size; it is a monument to a great cause. It stands here as the home of that important body of men organized one hundred twenty-five years ago to have in general charge the educational affairs of this great State, a Board that has within its purview at the present time nearly two millions of students in the various elementary and high schools, and colleges, a corps of fifty thousand teachers, and property valued at more than three hundred twenty-five million dollars; and that directs annual expenditures of more than seventy-five million dollars.

In behalf of the chancellor and regents of the Smithsonian Institution, I extend to you, the Chancellor and Regents of the University

of the State of New York, felicitations on the results that you have accomplished in developing this great educational system until it has reached a degree of excellence unsurpassed by any other State.

The Smithsonian Institution is especially interested in this capital city, Albany, for it was here that Joseph Henry, first secretary of the institution, was born in the year 1799. It was here, while a teacher at the Albany Academy, that Henry began his researches and experiments in electricity that in great measure made possible the wonderful electrical achievements of the present day. "He married the intensity magnet to the intensity battery, the quantity magnet to the quantity battery, discovered the law by which their union was effected, and rendered their divorce forever impossible." The intensity magnet is that which is today in use in every telegraph system.

Before Henry began his researches, the strongest electro-magnet devised could lift no more than 9 pounds. By successive steps he increased its power and in 1834 produced a magnet capable of sustaining 3500 pounds. With one of these improved magnets he proceeded to demonstrate the practicability of the telegraph. In 1829 or 1830, by means of such a magnet, he passed a current of electricity through a wire 1060 feet long and raised a considerable weight placed at the end. In the same year he was enabled to strike signals upon a bell at a distance of 8000 feet. It is not possible for me here to rehearse more of the history of Henry's marvelous discoveries, and I must content myself with repeating what Doctor Goode wrote in 1895: "Henry's oscillating machine was the forerunner of all our modern electrical motors. The rotary motor of today is the direct outgrowth of his improvements in magnets."

Not only do I esteem it a privilege and honor to appear here today in my official capacity as the third successor of Henry, as secretary of the Smithsonian Institution, but I recall with great pleasure that about a third of a century ago I was engaged in certain geological studies in the State of New York under the direction of your honorable body. In such studies I still take a special interest both as a naturalist, and also on account of my connection with the United States National Museum. As keeper ex-officio of the museum, I bring to you today the greetings of that great scientific establishment, which reckons education among its principal aims.

Both officially and personally I shall watch with keen interest and the most cordial sympathy, the efforts of your Board in the further unfolding of the great educational system of the State of New York, which must, as a matter of necessity, be strongly stimulated by the

evidences of the confidence of the people manifested by this new and splendid edifice and equipment.

State Historical Society, State Library Commission, and Library School of the University of Wisconsin: A child of New France, Wisconsin's first contact with European civilization occurred when New Netherland was young. But Wisconsin's development as a modern commonwealth was in large degree the product of influences emanating from Americanized New York and New England. For a generation her chief path to the sea lay through the locks of the Erie canal. Her constitution, her plan of local self-government, and her system of popular education were closely modeled on those of New York. Sixty-four years ago, pioneers from New York and New England founded Wisconsin's State Historical Society, the first state-supported institution of that character west of the Alleghenies; Wisconsin's State Library Commission, also first of a now numerous progeny in the West, owes its origin to the notable example in library extension set by the incomparable State Library of New York; and the New York State Library School was the model and still is the inspiration of the Library School of the University of Wisconsin. These three educational activities of Wisconsin directly owe whatever vigor they may possess, or whatever promise may be theirs, to like educational institutions of New York, which with others of their kind are henceforth to be housed so generously and so fittingly in this sumptuous temple of learning. It is my duty and my peculiar pleasure, sir, to have been chosen by this little Wisconsin group of intellectual children of New York, to bear to you, on the interesting occasion of the dedication of this wonderful building, their filial homage, their heartfelt congratulations, and their firm conviction that because of this occasion the educational activities of New York are about to enter on a still higher and broader plane of public usefulness.

University of Minnesota: On behalf of the board of regents, president and faculties of the University of Minnesota, I take pleasure in executing my commission in presenting greetings, best wishes and congratulations to the Regents of the University of the State of New York on this auspicious occasion.

University of Rochester: The University of Rochester desires to congratulate the Education Department of the State of New York and the Board of Regents of the University of the State of New York upon the completion of the noble building devoted to the interests of education by the State of New York.

The opportunity which the immediate future opens for highest service by the Education Department in helping to solve the educational problems which are urgently presenting themselves to our generation is inestimable, and the importance of meeting those problems with breadth of information, clearer judgment, and catholicity of sentiment is also immeasurable.

This building is an indication of the seriousness with which the State of New York regards the present opportunity and responsibility. The largeness of view and care of detail which have been shown by the Commissioner and his staff of assistants in planning for the building and its work furnish happy augury for the contribution which the Department is to make in the coming years to the solution of the problems in education which are before us.

The University of Rochester pledges to the Education Department its most cordial cooperation in every way within its power for the better training of the youth of our State for high-minded living and efficient service to the community.

Tufts College: Tufts College has charged me to extend in its behalf to the University of the State of New York its cordial greetings and sincere congratulations on the completion and occupancy of this magnificent edifice, so fitly representative of your great system of public education.

These sentiments are the more spontaneous, inasmuch as Tufts College recognizes a debt of gratitude to the Empire State, certain of whose respected citizens bore an active part in its founding, somewhat more than half a century ago. Moreover, during the intervening decades, this obligation has been increased by the confidence manifested in entrusting to its care numerous graduates of your secondary schools, who, coming with an excellent discipline, have readily appropriated what its curriculum had to offer, and returned bearing its honors, to become useful members of this and other commonwealths.

May this building, which fittingly symbolizes the richness, strength and beauty of your civic and intellectual life, preserved from the destructive elements that war upon the work of men's hands, long continue to fulfil its beneficent mission, not only as the administrative center for the manifold activities of your great educational system and a repository for rich libraries and museums of ingenious appliances for the art of teaching, but also as a fountain head of fresh and inspiring ideas for a practical and cultural pedagogy.

ELMIRA COLLEGE: It is with unfeigned pleasure that I tender you congratulations on the completion of this splendid educational building. These congratulations are from your first-born daughter, Elmira College for Women. They are unique in that they had their origin far back in history, indeed at a time when there existed exclusively for women no college offering courses equivalent to those offered in colleges for men.

In the reign of Queen Elizabeth there lived a woman of vision beyond her generation. The dominant idea in her mind was a college for women in which the daughters of England might receive educational advantages similar to those provided for young men in Oxford, Cambridge and other degree-conferring institutions. This academic doctrine she persistently proclaimed in her native land, afterwards in Holland and later in New England. To her children she transmitted it and they in turn to their descendants until in the fulness of time her direct descendant, Samuel Rollins Brown, under the inspiration of her undying influence participated in and largely dominated a movement resulting in the founding of Elmira College, exclusively for women, which from the beginning offered courses equivalent to those offered in colleges for men. Doctor Brown, descendant of that noble Englishwoman, with his colleagues received from your historic organization in 1855 a charter which stipulated that the instruction given in Elmira College should be equivalent to that provided by the then existing colleges for men. This stipulation has been regarded from that date until the present time.

While the work of Elmira has of late been largely increased by the introduction of several new modern or present-day courses, both practical and cultural, she stands as of old, ever firm in emphasizing the regular classical B. A. course. Evidence of this is found in the fact that out of eighty freshmen last year, over thirty took up the study of Greek, and almost the entire class the study of Latin.

In place of the newer and broader policy diminishing the older and more conservative effectiveness of the institution it has stimulated, increased and strengthened it. Thus the old and the new, the practical and the cultural, the classical and the scientific are found in Elmira College in proper balance. This we are glad to report to you on this occasion and in thus reporting we are glad to express our gratitude for the fostering care which the Regents have always extended to the pioneer college — the mother of all colleges for women.

Looking toward the main entrance, from the second floor

With best wishes for the future of the educational interests committed to your care, we lay upon the altar of this most imposing temple of learning our most sincere congratulations.

CONNECTICUT STATE LIBRARY: It gives me pleasure to have the honor to bring to the State of New York the greeting and congratulations and best wishes of the Connecticut State Library.

As one of the active state libraries and one of the few which is fortunate enough to have a new building, we have been accustomed to look to the New York State Library as the leader in all library activities.

The work which has been planned and accomplished by your Deweys, your Griswolds, and your Whittens, will long be remembered in state library annals.

As it was our painful duty to extend to you our sincere sympathy on the occasion of your recent calamity, it is now our pleasure to congratulate you upon your new home. Beautiful in its lines, convenient in its arrangements, substantial in its construction, may it be emblematic of the work and spirit which shall ever pervade its halls.

COLLEGE OF THE CITY OF NEW YORK: In Plato's imaginary perfect state the most important building was a luxurious temple to the god of the sea, inclosed by a wall of gold, covered by a roof of ivory and dedicated to the princes. But this State of ours, though still imperfect, has in this structure builded a house in its significance far above and beyond the conceiving of Plato. On behalf of the college of this State's seaport city, I congratulate the Chancellor, the Vice Chancellor, the Regents, the Commissioner, his associates and all others who have given the prayer and desire of the people such visible expression and incarnation.

ST STEPHEN'S COLLEGE: I have the honor to present the congratulations of St Stephen's College. When our president, Doctor Rodgers, asked me to represent him on this occasion, he suggested that I might call St Stephen's the baby college of the State. I suppose he did not refer to the youth of our college. Two years ago we were celebrating our semicentennial, and a person in the fifties is no longer a baby. But we are a small college, and I was glad to hear one of the speakers this morning say a good word for the small colleges. St Stephen's is of importance to the Episcopal Church, because many of her clergy have formerly studied there. Although St Stephen's is not much

known to the general public, she counts on her board of trustees some well-known names. There are Judge Parker, former candidate for the presidency, Lewis Chandler, former Lieutenant Governor of the State, and David H. Greer, the great bishop of the diocese of New York. Situated on the beautiful Hudson only fifty miles south of Albany, we are comparatively near neighbors to these educational headquarters. We share with you in the satisfaction which you naturally feel at the completion of this noble building dedicated to the cause of education.

Buffalo Society of Natural Sciences: We extend our most cordial congratulations to the State of New York in the possession of this artistic and well-appointed building. Its practical perfection as well as its beauty seem so apparent to one interested in the administration of educational work. The varied character of the materials that minister to the manifold needs of the citizens of a great state that are here to be housed have made the problem of construction and design one of great responsibility. The Commissioner of Education should have the voiced appreciation and congratulations of those who know how difficult has been the task of erection of this magnificent monument to educational progress. So much money is expended by the people for the material that it is a comfort to note an outlay so admirable. In this edifice we have a fitting and a permanent home for the uplifting forces upon which the State must depend for its virility and progress. We too have need of a similar building. Our society has had a long and honorable existence. It was organized in 1861 "to promote the study of the natural sciences; to stimulate and encourage original scientific research, and especially to provide for the people of our city free instruction in those sciences and thus to further educational work in Buffalo by every means in its power."

Each year many thousands of the grammar school children of Buffalo enjoy the advantage of this practically illustrated educational work, for which the society pays and maintains its skilled lecturer and provides not only its lectures and classrooms but all the apparatus with supplies and materials for the experiments, the services of its superintendent and of its museum staff, utilizing the exhibits from its own collections and furnishing freely the projection lantern and its large series of beautiful lantern slides.

A very important part of the educational work which is being so freely done by the Society of Natural Sciences for the people of Buffalo lies in the series of weekly Friday evening, free public

lectures which are given each year beginning in November and continuing to the middle of May.

We expend about twenty-five thousand dollars annually to maintain a modern, well-appointed but small museum of natural science, very rich in local materials that are as well displayed as they can be in our fifteen thousand feet of floor space. About one hundred thousand people annually make some use of our collection, or educational advantages. Our membership is about seven hundred and our income is mainly from private sources and dues.

Our work enlarges from year to year and we receive much kindly cooperative assistance from the admirable staff that comprises the Education Department of the State of New York. We rejoice with you that you are at last decently and fittingly housed as you have well deserved.

College of St Francis Xavier, New York: The priests of the Jesuit order have been a factor in the educational life of New York for many decades. In the seventeenth century they had a classical school at Bowling Green; for a few years at the beginning of the nineteenth century, they conducted what was known as the New York Literary Institution on the site of the present Cathedral, Fifth avenue and Fiftieth street.

Though these were not permanent institutions, they indicate the abiding interest of the Jesuits in education, and their efforts, at the cost of much sacrifice, to promote and protect education.

The present College of St Francis Xavier was founded in 1847, sixty-five years ago.

On the arms of the house of Xavier whose name we bear, there is a castle or tower, which well symbolizes the purpose of our college and of all education.

Education should make men, true men, men who stand as a tower of strength in the world, against the attacks which assail morality, religion, the home, the state, the social order. We assure the Education Department of the State of New York, that that is what the College of St Francis Xavier has stood for during sixty-five years, and will continue to stand for till the end of her days. In the confident expectation that you, gentlemen, will assist us in these high aims, we congratulate you, on this solemn occasion.

Massachusetts Institute of Technology: Mr Chancellor, the Massachusetts Institute of Technology has been actively

interested in the erection of the New York State Education Building from the time it was first placed upon the drafting-table on through its various architectural development covered by plans, specifications, contracts, engineering and constructive work. Now at the completion it was with considerable pleasure we had a former president of the institute taking part in yesterday's memorable program. Here science, learning and utility are fittingly housed with art, and the cities, the State and the country at large are to be congratulated on such an example to our youth and our nation.

VASSAR COLLEGE: I bring the greetings and congratulations of the trustees and faculty of Vassar College upon the completion of this important work. With this great embodiment of our corporate interest in education, we are confident that the policy of the Regents and our wise Commissioner will continue to develop that healthful individuality of our schools and colleges which is as essential as this centralization to the highest welfare of our educational work.

BUFFALO HISTORICAL SOCIETY: As president of the Buffalo Historical Society, I am commissioned to bring to you the greetings of the officers and members of that society, which has been recently celebrating its semicentennial anniversary and to express to you their congratulations on the completion, under your supervision, of this noble building of classic proportions, dedicated to the promotion of popular and higher education. The architecture of this building, to adopt the phrase of Schelling, may be likened unto "frozen music." It is a beautiful temple, housing the State administration forces of popular and higher education and is the fruition of that sentiment, which expressed itself in the early statutes of the State, authorizing the creation of the Board of Regents and later in the constitutional amendments of 1894, insuring their perpetuity, to supervise the educational policy of the State.

It was under the inspiration of the Board of Regents and of Commissioner Draper, that the Legislature made the original appropriation for the Education Building and from that time on Commissioner Draper has been the continuing member on the commission created to supervise its construction and the guiding spirit in its designing and embellishment. The Regents and the Commissioner of Education felt that New York ought to have an Education Building worthy of its high educational standards and in keeping with its imperial prestige in wealth and in general

intelligence, and as a result we have this building. It will become the repository of the State Library and of its priceless collections of historical manuscripts, papers and documents, rescued from the fire of 1911, and of all future acquisitions to the State's collections. The safety from fire provided by this building and the security of the State's properties thus afforded amply justify the expenditure of moneys made in the acquisition of the site and in the construction of the building. We congratulate you on the results attained and believe that you have performed a great public service in planning and constructing this superb building, which symbolizes the broad and scholarly educational policy of the State.

NATIONAL ACADEMY OF SCIENCES, Washington, D. C.: The State of New York has sent many of her sons into the scientific service of the nation and has furnished the Smithsonian Institution with two of its secretaries and the Geological Survey with two of its directors. As representative of the National Academy of Sciences I convey the appreciation of the nation to the State. We trust that this splendid new educational equipment may be the means of sending generation after generation of the sons and daughters of the State into science and education.

NIAGARA UNIVERSITY: Niagara University, an institution of fifty-six years of faithful work, felicitates the Regents of New York State on their entrance to this their new home. She wishes them the highest success in their work of uplifting the youth of our beloved State, and she is proud of any success they have thus far achieved. Under the guidance of a religious community of men, the Vincentians, who control establishments of learning the world over, in North and South America, in Europe, in Asia, in Africa and in Australia, she boasts of traditions educational, moral and wholesome, second to none. Her traditions are sprung from the sound principles laid down by the greatest of modern social reformers, St Vincent de Paul, the founder of the Vincentians, who drew his inspiration from the greatest of institutions, the Holy Roman Catholic Church, the educator of the world, the uplifter of the masses, the savior and the preserver of the classics, and the promoter of education and of educational institutions from her birth, from her reception of the commission given her by Christ, "Go, teach all nations." Niagara University can and does appreciate the efforts of this body of educators. She rejoices in this

day's crowning of years of labor. She hopes it is but the beginning of a long line of triumphs, which will ever make New York State the home of the best system of education in our beloved country. Best from its works, producing citizens of the highest type, an honor to their State, to their country, and to their God.

MANHATTAN COLLEGE: On this memorable occasion, Manhattan College feels that she can offer no more fitting tribute to the State of New York and the Board of Regents than the acknowledgment that, during her fifty years of chartered existence, she has received from the University cordial sympathy and stimulus, timely suggestion, helpful criticism, and kindly appreciation. She realizes too, while thus paying her meed of praise, that she owes a debt of loyalty to a governing body which, in a true democratic spirit, permits to its subordinates, so long as they stand the test of educational efficiency, a generous freedom to follow the lines traced by their founders. It gives her great pleasure to make this declaration under circumstances so auspicious as those which accompany the dedication of this stately structure to the sacred cause of education.

SWARTHMORE COLLEGE: Swarthmore College desires to extend cordial greetings to the Empire State and to offer hearty congratulations on the occasion of the dedication of its new Education Building, which is so admirably suited to its purpose, a noble example for her sister states and just what we all might expect under the able, courageous and masterful leadership of your Honorable Commissioner, Dr Andrew S. Draper.

CORNELL UNIVERSITY: Cornell University, which owes its existence to the combined bounty of Ezra Cornell, the Federal government and the State of New York, and which owes to the renewed and additional bounty of the State its ability to extend to the people of this Commonwealth the knowledge which shall increase their material welfare and promote their intellectual advancement, acknowledges gladly today its debt to the State and to its educational system which furnishes Cornell University with the large majority of its students. It endeavors to repay its debt to the State not only by the admission of six hundred free scholars, but by its cheerful cooperation with the Regents in their elevation of the standards of scholarship and by its appreciation of the excellent work done by the public schools of this State in their preparation of men and women for the university.

The dedicatory procession

Cornell University, therefore, gladly brings its congratulations to the State on the completion of this material expression of a system of education to which it owes so great a debt.

PEABODY MUSEUM OF YALE UNIVERSITY: The Peabody Museum of Yale University, having its inception in the Mineral Cabinet begun by Benjamin Silliman in 1809, extended by the munificence of George Peabody in 1886, and carried on by the work of Dana, Marsh and Verrill, sends greetings to the Education Department of the State of New York on the occasion of the dedication of its magnificient new State Education Building. It is eminently fitting that the oldest museum of geology in North America, begun through the efforts of Secretary of State John A. Dix in 1836, and founded as the New York State Cabinet of Natural History in 1847, should have so appropriate and spacious a future home. The New York State Musem has done and still is doing more to establish the New York geologic system and the sequence of North American Paleozoic stratigraphy and paleontology than any other institution.

We of the Peabody Museum note with pleasure the steady growth of this sister institution and the continued interest manifested in it by the people of the State through the New York State Legislature.

JOHNS HOPKINS UNIVERSITY: I feel sure that Johns Hopkins University with great propriety can send her congratulations to the State of New York, for she has followed consistently the ideals of books and education for which this building stands. My Alma Mater has been known as the exponent of graduate study, yet as one of her faculty — the grand old man of classical learning, Dr Basil Gildersleeve — is said once to have expressed it to a class, "Gentlemen, to my mind all graduate study means just this, to know *where* to find books when you want them." This, I take it, sums up the ideals for which this building stands.

Gentlemen of the Board of Regents, Johns Hopkins University congratulates you.

UNIVERSITY OF ILLINOIS: I bring greetings and congratulations from the trustees, the president and from the faculties of the University of Illinois. All at the University of Illinois have a peculiar interest in the events of this day, for your distinguished Commissioner, whose hand has wrought so well and so effectively for the State of New York, was for ten years the president of our institution. President James, in delegating me to present to Doctor Draper

an expression of his regret in not being able to be present on this occasion, made me the bearer of a letter from which I shall read a single paragraph. The letter is addressed to Commissioner Draper, and the paragraph is as follows:

> You came to Illinois when it was still a question whether our state would really adopt the state argicultural college known for so long as "The State Industrial University," and make it a great institution capable of comparison with the great universities of the new and old worlds. When you left, that question had been settled, and largely by the admirable skill, the deep insight, the able leadership of yourself. When you came, the state seemed in many ways to be apathetic and asleep, indifferent to the opportunities and importance of its university. You touched this public apathy and indifference with your magic fingers, and the shell of ignorance and lack of interest dissolved, and the state took the university as a child to its bosom, adopted it, became proud of it and has since nourished it as few other commonwealths have done. You impressed the faculties and the students with a new sense of power and hope and outlook and vigor. In every department of its work the institution felt your enlivening and vivifying presence. The institution which you left was as different in its internal character, in its intellectual life, in its scientific outlook and aspirations from that of a decade before as its external appearance in 1904 was different from that which greeted you in 1894.

This, Mr Chancellor, suggests the extent of the contributions made by your distinguished Commissioner to the upbuilding of another university. I present it that his friends and especially his associates in his present work may not forget that in addition to all the record of his efforts to be seen in this beautiful building, he has left in a distant state monuments of his achievements of which its people are justly proud.

Wells College: Wells College extends greetings and congratulations. Representing a sister institution, we feel that what is for the good of one is for the ultimate good of all. And so we rejoice with you in your splendid equipment, the benefits of which we expect to reap throughout the entire State.

The American Museum of Natural History: As delegate from the American Museum of Natural History, I bring to you the congratulations of the president and trustees of that institution upon the completion and occupation of this splendid temple of education.

It is most fitting that the museum of the great State of New York should find a home therein, for not only are museums recognized as great educational institutions, but there are many who regard them as the latest and most important, though not to be last, agents for the education of the public.

As this museum was the first to be established in the State, it may be regarded as the parent of those museums that were founded later, and its daughter, the American Museum of Natural History, in tendering congratulations to the State Education Department, wishes the mother institution a long and prosperous career.

Silas Bronson Library, Waterbury, Conn.: On behalf of the Silas Bronson Library I beg to offer congratulations upon the auspicious occasion of the dedication of the magnificent State Education Building, marking as it does a momentous increase in the educational equipment of the State of New York.

St John's College, Brooklyn: As president of St John's College, Brooklyn, and representative of its faculty, I have come to express to you, Mr Chancellor, and gentlemen of the Regents of the State of New York, sincerest congratulations in your taking possession of this magnificent building, wherein, for all time, work may be done for the noblest ideals in education. The Empire State has blazed the way in the erection of a building for the sole purpose of caring for educational affairs. May the other states of the Union emulate her example! I make bold to suggest to your distinguished body, and it is this: that in the rotunda of this stately pile there be placed an enduring statue in bronze of Dr Andrew S. Draper, who fathered the thought of this superb edifice, and has seen it through to happy completion.

Smith College: On behalf of Smith College I bring greetings and congratulations to the State of New York upon the completion and dedication of this august and beautiful building. Every institution of higher learning and every student of education in this country owes a debt of gratitude to the New York State Education Department. It was the pioneer in the great service of accumulating and making accessible the legislative and other material without which it is impossible to study and to solve the great problems of modern education.

Chicago Public Library: Of national consequence, as well as of local import, the dedication of this noble building housing the

kindred educational interests of a great Commonwealth brings to you the congratulations of the library world. From here came the initial example and encouragement in making books the real heritage of all the people, in the introduction of methods which organized book collections into educational factors complementing and supplementing the schools, and in extension of benefits embracing all elements and all communities within the borders of the State. In sending to you congratulations for what has been accomplished, greetings for the day, and good wishes for the future, the Chicago Public Library joins with right good will the many other institutions whose representatives are here present.

St Bonaventure's College and Seminary: It affords me great pleasure to be present on this occasion as the representative of St Bonaventure's College and Seminary. Some five years ago St Bonaventure's College commemorated the fiftieth anniversary of its foundation in the State of New York and thus ranks as one of the oldest educational institutions in the State, being chartered to confer academic degrees in the year 1875. In view of these facts, it is but fitting that we, as an institution, should take special interest in the important event which the academic and other exercises of these days are intended to commemorate and perpetuate; and which, I am confident, is to mark a new era in the history of education in the State of New York.

North Adams Public Library: That a small public library should have representation here seems out of place. But as a child of the house may say "Thank you," the public library of our small North Berkshire city brings a word of thanks to the New York State Library School — its fostering mother — and an expression of delight that the School is now housed in this beautiful temple which the State of New York today devotes to education.

Jewish Theological Seminary of America: In Jewish literature, scholars are called "builders." Education was the main function in their lives. But they were also the judges, the legislators, and what they termed "the elders," corresponding, perhaps, with what we call "senators." Nowadays, such functions are divided on the principle of division of labor. But it is only meet and proper that opportunity be occasionally given when sages and senators, professors and practical men, educators and administrators, should meet together and influence one another. Such an occasion we have before us today. This great Empire State can boast of as

many institutions of learning as any whole country in the Old World. Representatives from most of these are assembled here on this occasion. In Jewish metaphorical language, as indicated, they are the "builders" and guardians of the State, and it is signally appropriate that they should have an adequate building in the capital. It gives me great pleasure, as representative of the Jewish Theological Seminary of America, chartered by the State of New York, to congratulate the Department of Education on the magnificent building which has been erected for its use and is being dedicated today. God's blessing upon "builders" and building, legislators and senators, elders and guardians of the State, in the ancient as well as modern sense of these terms.

New York State Library School Alumni Association: I bring you greetings from the New York State Library School Alumni Association, composed of the graduates and former students of the Library School which has been under your fostering care for twenty-three of its twenty-five years of existence. Founded at Columbia College in 1887, it was the first school in the world for the training of librarians. Besides the seven hundred librarians who have gone forth from it, it is, directly or indirectly, the Alma Mater of the dozen other library schools now in existence in Europe and America. On behalf of the association which I have the honor to represent, I bespeak for the New York State Library School a continuance of the thoughtful care and encouragement of the Regents and the Commissioner of Education.

Pratt Institute: Mr Chancellor, the distinguished membership of the Board of Regents and the high character of the Commissioner of Education, the standard of scholarship and learning that has been created and maintained by him and the assistance that has been rendered to every school and college in this State have made the work of the Department of Education of New York significant to the educational world and a credit to the State and worthy of the generous congratulations that have been extended to it today and in which the trustees of Pratt Institute desire to join.

Normal College of the City of New York: The Normal College of the City of New York through its delegates to this meeting, extends to the Commissioner of Education and to the State its congratulations upon the happy completion of this noble building and upon its auspicious dedication to the purposes and interests of education. The high standards set by the State of New York in all

educational matters are universally recognized; and this fact, together with the able administration which characterizes the work of the Department, makes this dignified structure the worthy symbol of high aims and efficient service. It is our prayer that the spirit of justice and wisdom which has so long held here its benevolent sway, may never depart from this new abode.

TEMPLE UNIVERSITY: Temple University sends its salutation and expresses the gratitude of its officers and faculty to the State of New York for the enterprise and wisdom it has shown in the construction of its great education building.

No man lives for himself alone and the same is true of states, and the great work of the Education Department of the State of New York is a blessing direct and indirect to all educational institutions of the land. We feel its beneficent influence strongly and join with all other institutions in expressions of admiration and indebtedness.

MOUNT HOLYOKE COLLEGE: Mount Holyoke College sends cordial greetings to the Regents of the University of the State of New York, and congratulates them upon the acquisition of the State Education Building.

The dedication of this building marks a great step forward in the work of state control of education and gives confidence that the notable achievements of the past will be not only continued but also vastly increased in the future. Mount Holyoke College joins with other institutions of learning in the felicitations of the occasion.

NEW YORK LAW SCHOOL: The New York Law School bids me bring to you its sincere congratulations and felicitations on the completion of this magnificent structure. This school, for upwards of twenty years, has been giving broad and practical preparation for practice to thousands of lawyers, many of whom have already risen to eminence at the bar or on the bench. It promises to do all in its power in the future, as it has done in the past, to help to push forward and upward the cause of right education in this State and country.

RHODE ISLAND STATE COLLEGE: Mr Chancellor, Rhode Island State College, representative of one phase of the movement for education at public expense in the smallest state of our Union, extends to the powerful State of New York and to its wise and progressive Department of Education heartiest greetings and

congratulations on the completion of the magnificent State Education Building this day dedicated. In its majesty, symmetry and dignity it is characteristic of the great system of public education through which New York assures to itself the integrity and perpetuity of free popular government.

New York Public Library: On behalf of the New York Public Library I have the honor to tender our congratulations and felicitations on the dedication of the new Education Building with its provision of ample accommodations for the State Library which has so long done good work under unfavorable conditions.

Carnegie Library of Pittsburgh: The Carnegie Library of Pittsburgh and the Training School for Children's Librarians extend sincere congratulations to the State of New York upon this occasion. The first librarian of this library and the majority of his associates were former students in the New York State Library School, as were many of the present members of our staff, so that we are in a high degree indebted to the professional training supplied by it. We feel that the completion of this magnificent building which, among its various functions, provides a suitable home for the State Library and the State Library School, is a matter of great importance to the library world, and accept gratefully this opportunity of expressing our appreciation of the service rendered by the State of New York.

New York Botanical Garden: From the board of managers and the staff of the New York Botanical Garden, I bring you greetings and hearty congratulations on this auspicious occasion. If I read the omens aright, Wisdom will sit enthroned here among these stately columns as she did in her Athenian temple. Let us also hope and expect that a new revival of learning will spread through our State from this place as it did through Europe in the fifteenth century.

The New York Botanical Garden has devoted her energies not only to exploration, investigation and publication, but also to a large extent to public education by means of exhibits and lectures. It may not be known to some of you that in recent years we have given courses of special lectures on plants to over one hundred thousand children from the public schools of New York City; and that we are prepared to instruct through our system of docentry visiting biology classes from every school in the State.

THOMAS S. CLARKSON SCHOOL OF TECHNOLOGY: I bring to you, officially, the greeting of the Thomas S. Clarkson School of Technology. That institution derived its charter from the University of the State of New York and may take individual satisfaction in this evidence of prosperity and progress on the part of the Education Department of the State.

Personally, I wish to offer my congratulations that your zeal and your energy in promoting and upholding the highest standards in education have been rewarded by the completion of the edifice which is today dedicated to the use of the schools of the Commonwealth. In it may the best traditions of the past be preserved, and may the usefulness of this Department be made to increase in a measure commensurate with the added facilities which this building affords.

JOHN CRERAR LIBRARY, Chicago: In offering their congratulations and best wishes, the directors of the John Crerar Library desire to express their high appreciation of the wider activities of the Education Department, but they would express more especially their gratitude for the work of the State Library which has done so much for the advancement of library science and of library training.

They confidently hope that the new facilities so generously provided by the State will enable the Library to realize more nearly its ideals and that its relations to its sister institutions may constantly become of greater and greater mutual benefit.

CARNEGIE INSTITUTE OF TECHNOLOGY: The trustees and faculty of the Carnegie Institute of Technology send greetings and congratulations to the State of New York upon the completion and dedication of its new Education Building at Albany, and upon the further development of the great work which has been entrusted to its Department of Education.

The persons most to be congratulated on this occasion are the people of the State of New York. To their sons and daughters, in this and in the generations to follow, will come the benefits of whatever advances may be made in the cause of education. The country at large also shares in the interest of this moment, for the achievements in educational systems in one state become the heritage of all states.

CHANCELLOR REID: At the first of this series of meetings it was my privilege on behalf of the Board of Regents and on behalf of

the great State of New York to bid all our guests welcome to this occasion. It is now my duty to tender, on behalf of the same Board of Regents and of the great State of New York, our best thanks for the congratulations which you have showered upon us so liberally, so generously, so felicitously, and to assure you that they will not be lost upon us and will not lack a full appreciation. Whatever may be the future of the educational history of New York, I am sure it will derive a new inspiration from what you have said to us today. I can only thank you and thank you again and again for your presence, and for what you have said.

Governor Dix and his staff

SIXTH SESSION

Rt. Rev. William Croswell Doane

SIXTH SESSION

Thursday, October 17th, 3 p. m.

CHANCELLOR REID: The proceedings of this concluding session of the series of meetings attending the inaugural exercises of the Education Building of the State of New York will now be opened by prayer by the Rt. Rev. William Croswell Doane, Episcopal bishop of Albany, and former Chancellor of the University of New York.

RT. REV. WILLIAM CROSWELL DOANE: O Almighty and Everlasting God, fountain and author of all wisdom, we ask Thy blessing today upon this building erected in the interest and the advancement of education. Bless, we beseech Thee, the labors of the Regents of the University, and prosper and promote all their work for the extension and improvement of the service they have undertaken. Bless O Lord, we beseech Thee, all godly and good institutions of learning — our universities, academies and schools of every grade — and grant that their teachers may be wise and faithful in the training and development of character, and that the children may learn not only the wisdom of this world, but also that better wisdom which cometh down from above, and looks and leads up to God. Increase and advance every work in the circulation of sound and real literature, to the end that the minds of men may be turned unto scholarship. We also ask Thy blessing upon all the visitors gathered here from far and from near, for the Governor of the State, and grant that we may all have grace so faithfully to serve Thee in this life, that in the world to come we may have life everlasting; through Jesus Christ our Lord.

CHANCELLOR REID: My first duty is to correct a slight error in the program. It is set down that there are to be remarks by the Chancellor. It seems to me that remarks have been flowing in a steady trickle from the Chancellor for the past forty-eight or seventy-two hours and that it is time now that the stream should stop. I am here only to repeat the thanks which I have already expressed so often, first to our foreign guests, then to our colleagues in the work of higher education from the whole world, from the old University of Oxford and the old University of Harvard to the new women's colleges, to the whole range of modern American

education which has sent messages here for our inspiration for the future. I have only to repeat the thanks we have already expressed to the Governor and the State authorities, including several Legislatures, which have shown unexampled liberality in the erection of this building. I will not detain either the Board or this audience for one moment longer from the vital business of this afternoon, which is, that this building shall be formally given over to the Board. For that purpose I give way at once that the Governor of the State may address you.

Governor John A. Dix: Today our Empire State consecrates its faith in its world-drawn citizenship. This magnificent temple dedicated to education is a visible sign of an idea, a covenant of American optimism. From this empillared edifice New York hoists her inspiring standard of leadership to all her sister states in the great movement for peace, justice and unity among men through education — that good education which, as Plato says, "gives to the body and to the soul all the perfection of which they are capable."

This Education Building embodies the imagination of New York, glorifies her generosity, and radiates her unconquerable confidence in the progressive perfectibility of mankind through the agencies of instruction and emulation.

The American problems of the future are assimilation and upliftment through the diffusion of knowledge and the inculcation of self-restraint and fraternity. New York's willingness to meet these problems and her faith in her ability to lead in their beneficent solution challenge the admiration of the world at this moment, as she throws open the doors of this great building, the first in America devoted wholly from cornerstone to cornice to the purposes of education.

Here the little red schoolhouse of two generations ago reaches its apotheosis. The little schoolhouse inspired self-trust and love of country, while teaching the three "R's" to a simple people of homogeneous origin and heredity. It met heroically the needs of its day. Severely typical as was the little school of its newborn day of public education and of its pioneer patrons, so is this great Education Building eloquently expressive in its grandeur and its usefulness of the complexities of our cosmopolitan population, and the all-embracing variety and the triumphant potentiality to which public education has attained in America under the guidance of devoted scholarship.

Governor John Alden Dix

The little schoolhouse was the acorn of endeavor; this the great oak tree of achievement that today comprehends within its shelter every phase and factor of education from the alpha to the omega of present-day scholarship and research.

I take happiness from the reflection that it has been the unique distinction of my administration to witness and participate in two events that stand together, apart from and above all others, as twin glories marking the intellectual and the moral progress of our great State. In May 1911, at the beginning of my term as Governor of New York, was the dedication of the great public library in New York City, that matchless mecca of the inquirer, the student, the dreamer and the historian. Now comes this complementary event, grander in its significance and its encouragement even than the other.

New York City's library is as a terraced fountain ever beautiful with the play of the waters of knowledge for the refreshment of all who seek its inspiration. It is a monumental *appeal* for upliftment. This State Education Building is a monumental *command* to upliftment. The Education Building teaches opportunity as does the New York Public Library. It also impresses duty. The city edifice spells out to all, the words, "You may learn." This State building orders, "You shall learn." It is a bulwark of our nation's stability; a motor of our State's progress.

With our splendid system of public education, New York has no fear that our country will hesitate for a moment in its unexampled progress; and has no doubt that from the crucible of our national life, into which have come types of all civilization, will emerge in God's own time a higher civilization than can now be conceived in the human mind.

Regents of the University of the State of New York, in behalf of and in the interest of the ten million citizens of our State, I now formally entrust to you the care and the operation of this Education Building, with its manifold powers of beneficence.

CHANCELLOR REID: Before proceeding to my next duty I can not resist this opportunity to repeat in a more formal way what I know is the wish and feeling of the Board of Regents of the State of New York. I wish to express in the most public way before this great and distinguished audience our unanimous sense of profound obligation and profound gratitude to the Governor of New York for his constant support during the whole struggle for the construction of this building.

The magnificent gift which has thus been presented to us will now be acknowledged and accepted on behalf of the Board by the Vice Chancellor who has been, during a large part of the time, during my frequent and continuous absences from the city, the acting Chancellor of the Board.

VICE CHANCELLOR ST CLAIR MCKELWAY: The progress of this building reflects credit on a series of Governors whose line coincides with

your own. And the Governor who early realized the need of separately locating the Education Department well served the State in the Senate and in the Lieutenant Governorship before he was raised to the chief magistracy of the State. That Governor was Frank Wayland Higgins, who quietly desired to get out of the Capitol the departments which he thought should not be malassimilated under a hodgepodge policy of unaccordant action. He had in mind the educational system of the State and the Court of Appeals. He was a cautious as well as a farseeing man. He made some discoveries before he sought to make others. He was willing to leave normal evolution to those who came after him. He first convinced himself that separation of nonrelated departments could be made without special taxation.

That has been done in the case of this Department. It is to be done in the case of the Court of Appeals under Your Excellency's administration. Two great departments will be housed in homes of their own. One is already. And for proof of it look around you. The other soon will be, thanks to the action Your Excellency has just authorized. The two results will stand to the praise of our State administrations in time, and the discovery of the method so to strike the rock of public resources as to make abundant streams of revenue gush forth should be credited to Governor Frank Wayland Higgins. Those connected with him by ties of blood, and those connected with Your Excellency's administration by ties of affection, have a right to congratulation on this historical occasion. Not Carnot for France and not Robert Morris for America, invisibly and quietly did more to make possible in their day the picturesque results which Governor Higgins and Governors Odell, Hughes and yourself have made possible in ours.

After that came the work of detail and the reaping of the harvest. It remained to create this structure. It remained to consolidate the education departments of the State. The structure has been the successful work of several administrations, culminating with and crowning your own. The consolidation of the education departments was effected in the administration of Governor Odell, and ended many decades of discussion of methods with an act of legislation which not a few questioned, which none now question, and none can or ever would undo. The cutting of a Gordian knot and the creation in its stead of order, symmetry, and responsibility, where all were needed, wrought the achievement secured, and the rest is history, and under these circumstances, the Board of Regents, Governor Dix, gratefully receives from your hands the custody and the control of the Education Building. The citizens and guests appreciate the debt which the State owes to art and to architecture and to the resources of the people for this structure. The Board of Regents recognizes the obligation imposed on its members to hold this building to the purposes to which it should be consecrated, and to signalize occupation of this edifice by seeing that no other object

Vice Chancellor St Clair McKelway

than that of education be here subserved. We are indebted, Governor, not only to your administration, but to those of your immediate predecessors, for this temple of strength, of beauty, and of use. To every executive who has held your office from the conception of this structure to the present, credit is due for the result which has been attained. To the Legislatures of that period credit and thanks are also due, and are now and here sincerely tendered.

This pile is the result of necessity. Not of the necessity which knows no law, but of one which did not in vain call on law. Both houses of successive Legislatures and the Governors of various parties have joined in the liberal provision which by law has made possible the progress of this structure from the first to this present. The records of the State will carry with your own the names of the public servants to whom we are indebted and will also carry, we hope, the evidence of our own desire and capacity to discharge the duty imposed on our Board. Even materially this structure will praise and entablature their names, but far more than materially, as the ministers of education, through long generations to come, the beneficiaries of learning will be made conscious on the pages of history of those whom they should thank for the blessings the State has brought into their lives. It would not be beyond the compass of interest to name them and applaud them, but it would be beyond the measure of time the Regents should take, for we should not stand between this audience and its expectation to hear others on this historical day.

If this is a new and grand State structure, our Board, we can proudly say, is an institution which can rightly be called nearly as venerable as Your Excellency's office. The governorship was established, I had almost said undertaken rather than established, shortly following the Declaration of Independence. The Board of Regents was created the year following the conclusion of peace between Great Britain and the United States. Tradition points to Alexander Hamilton as the originator of our Board who offered, through a legislator, the measure the two houses passed.

That makes the Board by several years older than the Constitution of our Republic, or than the date of the inauguration of George Washington. And it was a proof of the genius with which Alexander Hamilton was endowed that he, born a British subject and imbued with the instincts of Anglo-Saxon rule, should provide the way and the work which called this Board into being. The selection of Regents in the same way and by the same vote by which

United States Senators are chosen made them the exponents and the servants of representative government and dependent upon the processes of majority rule. The Legislature has ever since preserved that method, and it was finally fortified against change by being set in the State Constitution itself. Our personnel at fixed times can be changed, but our right to be and our duty to act are placed within the fundamental law beyond the reach of mutation or alteration. It is not ill that our Board was born in the brain of the conserver of our Constitution and that he who never saw Europe, and who was generically English, should adopt from France, our oldest ally, the suggestion of a state academy, so to speak, and should at the start devote it to the purposes of higher education. This academy was not meant to be a gathering of self-perpetuating scholars or artists or scientists, but a body of State-commissioned organizers and administrators of popular education.

All education, not merely advanced education, has, in fact, been made our progressive province. Time, thought and experience have, indeed, improved on the Hamiltonian draft. Cognizance has been taken not only of the higher education, but also of common school education, common because universal and invaluable to all. If at first the founders of our system left to household or to village or to township the initiative of the rudimentary instruction of our children and youth, that limitation was in time outgrown. Our State Department of Public Instruction was established and through decades grew from primary to academic and high school provisions of learning. Side by side, the two departments existed, not always, I regret and smile to recall, without friction. Finally, however, they were consolidated within our Board, which is now the single and supreme public instrumentality of State education. It is a gratification to us that the State Commissioner, first prescribed to us for a set period by the Legislature, was rechosen and recommissioned by us for an indefinite period which, we hope, will be as long as he and we shall be spared to work together. And it is also significant that with unification and with the advent of our Commissioner came the idea and has come the realization of this temple and depot and clearing-house of our State educational system.

It is the embracing, comprehensive and expansive system of a great Commonwealth that has always been a Commonwealth of toleration as well as of intelligence, and it is so today. It was never more so than it is today. The multitudinous divisions of learning combined on State foundations have here reached a more scientific

grouping and have here set a higher standard than can be affirmed of any other member of our federated republic. New York is a State of freedom as well as of progress, a State of liberality as well as of stability, holding fast to that which is old and of good report and reaching forward to that which is both new and true. And it is our purpose, Your Excellency and friends and guests, to vindicate, through the resources whereof this stately building is both the depot and the liberator, the wisdom of our fathers and the vision of our sons.

CHANCELLOR REID: It is a great pleasure for the Board of Regents and I am sure it is a pleasure we shall share with our guests who are here, and with every citizen of Albany, that the Board is able now to profit by the services of the Commissioner of Education of the State of New York and to listen to the dedicatory address on the acceptance of this building.

DEDICATORY ADDRESS

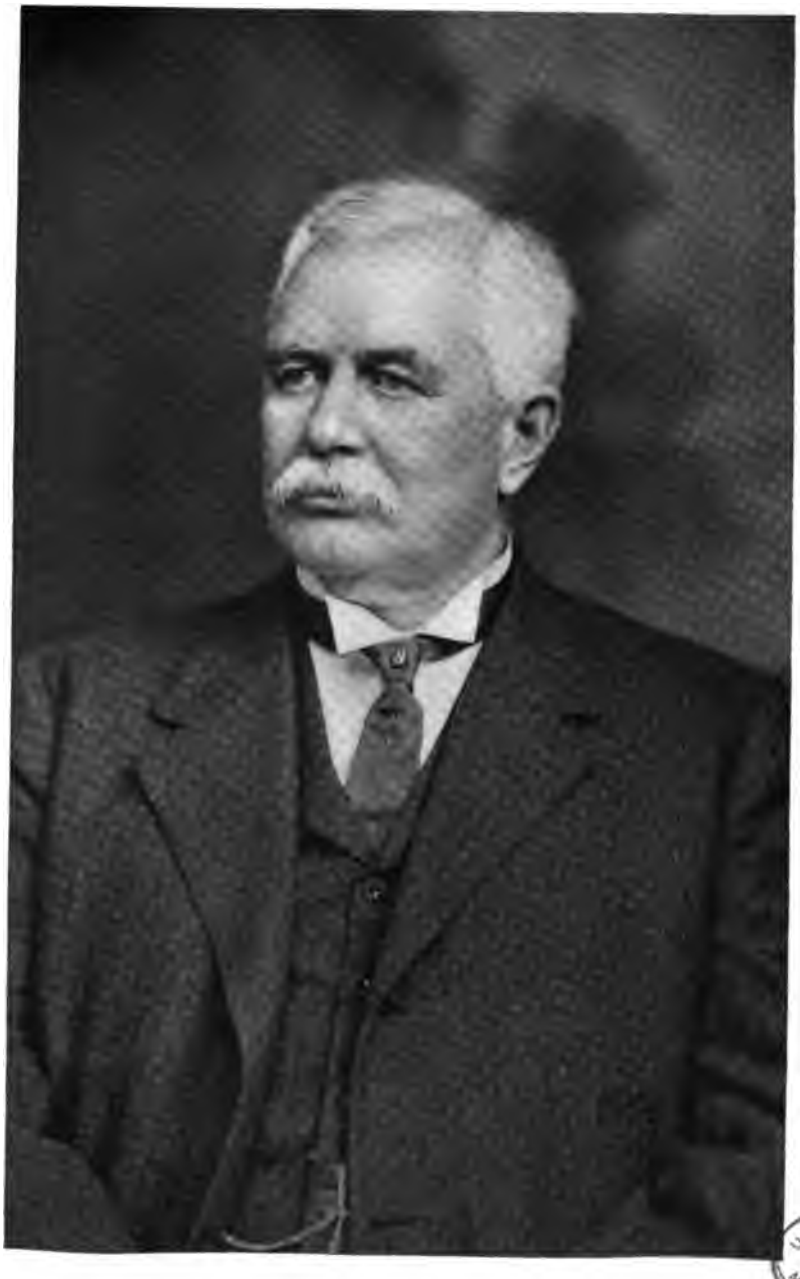
COMMISSIONER ANDREW S. DRAPER: This building had its beginning in the very early history of this nation. The Dutch colonial charter of 1629, given by a people more advanced in democracy, in learning and in the skilled industries, than any other people in the world, and before there was a school in America, enjoined the little colony upon Manhattan island to "find ways and means to support a minister and a schoolmaster, that thus the service of God and zeal for religion may not grow cold and be neglected among them." In 1633, there was organized in New Amsterdam by a Dutch schoolmaster, Adam Roelandson, the first common school in America; and today a manuscript bearing the signature of that first schoolmaster is carefully guarded in the vaults of this building. A second chapter, and a very important one, in the history of this building begins immediately at the close of the Revolutionary War at the "first session after the peace" when an act was passed by the Legislature creating the corporation known as "The Regents of the University of the State of New York," and empowering that organization to hold property to the amount of the annual income of "forty thousand bushels of wheat." A third step was taken in 1795 when the State made a liberal appropriation and initiated the very vital American educational policy of systematically subsidizing and encouraging elementary schools Still another chapter which looms large today in the records of the antecedents of this building, was begun in 1812 when the State of New York, the first in the country,

passed the law which bound all the public schools together in a common system and took them under the direction of the State. Yet another step in the march toward this building was taken in 1854 when the State anticipated her neighbors by organizing an independent State Department of Public Instruction for the supervision of common schools. Then in the progress of time and after much tribulation came the unification of all the educational forces of the State in 1904, and in 1910 the Education Law which fixed everything rather securely. These are the dates in the history of New York education which are great enough to give them places upon the seal of the State Education Department. The occupancy of this building will doubtless justify the adding of another.

It would be a pleasant task here to record the names and the accomplishments of the men who during the past three hundred years have stood at the forefront, giving themselves to the schools and urging that the State should make ample provision for the education of its people. But we do not alone dedicate this building to the memory of the leaders in education who have gone. In this proud hour we do not forget the men and women in all walks of life who have made the Empire State the noble Commonwealth that she is. We have nothing but appreciation, gratitude and honor for those who broke the roads through the wilderness; who withstood the Indians and made clearings in the valleys; who set up log cabins, and schoolhouses, and churches; who established the finest young farming civilization that the world ever saw; who developed towns and highways, canals and railroads; and whose common sincerity and political sagacity laid firm the foundations upon which such a State could be built. We cherish the memories of the men and women of the last generation who had to overcome much and specious opposition to bear the great burden which it was the business of this State to carry in the war to save the Union. Nor do we overlook the teachers, and preachers, and lawyers, and publishers, and bankers, and engineers, and all the other workers who have made this State in this generation to thrill with an energy which makes her exalted position and her great influence to be everywhere honored. We would if we could inscribe their names upon the sunny side of this fair temple.

This building comes very naturally and very logically in the progress of education in this State. It has not resulted from accident or chance. The Unification Act of 1904 forever silenced the inevitable differences in the double-headed system of administration in

Commissioner Andrew S. Draper



education which had persistently existed in this State for more than an hundred years. When that act came into actual and entirely successful operation there were many who felt that the time had fully come when there should be something which would serve as a pledge of perpetual union and an assurance of vital educational progress, and which would at once place education where it of right belongs in the activities of such a state. A permanent home for the unified department was therefore the natural suggestion. The legislative bill providing for the project was drawn with a full knowledge of the skepticism of the public about the erection of State buildings. It therefore contained the safeguards of orderly and intelligent procedure, of honest business management, and of satisfactory architectural and utilitarian results. It did much more. The proposal to bring all educational interests under one roof, under a unified legislative and executive administration, with the enlarged assurance of permanent unity, at once commended itself to legislative committees that had long sought educational peace. The bill was somewhat attractive because it placed New York before every other state and every other country in erecting a really noble structure declared by law to be for the *exclusive* use of its educational forces. The appeal for it was not made to the Legislature alone; it was made quite as directly to the people. And the nobility of the proposition, the promise that was in it, possibly the very audacity or aggressiveness of it, appealed to the temper of the State so strongly that all opposition disappeared.

A more serious task than that of securing the law appeared when the time came for a few men to meet the demands of the law and of the situation. It is one thing for a monarch with boundless power and limitless resources to empower a great artist to develop a great structure; it is quite another thing for a democratic people acting through their own representatives to enter upon such an enterprise with promise of satisfactory result. The exactions in this case were very great. The structure had to provide for many and marvelous activities, which in complexity, exactness and extent, are hardly rivaled in any manner of public administration. It had to respond to the nobler side of our nature, or fail. It had to regard all interior arrangements which would aid the technical work of a large force, and it had to stand adjacent to, and therefore in architectural rivalry with, a monumental Capitol which had exceeded it in cost six times over. It could only be successful by making it serve its work completely and by making it at the same

Hon. Benjamin B. Odell, jr

able to come to share in our rejoicing. Fortunately, we have on the platform at the moment two former Governors of the State and it is a great pleasure to us and I am sure it will be to this audience to hear from each of them, and first, from Ex-governor Benjamin B. Odell.

EX-GOVERNOR BENJAMIN B. ODELL, JR: Early in the summer I received a message from the Commissioner of Education telling me that these ceremonies were to occur some time in October and that I was expected to be present. I have held myself in readiness ever since. I had prepared a very long address for this occasion, but the Commissioner of Education has used all of my material. I notice upon the program, however, that the two " has-beens " who have been brought from obscurity to face this intelligent audience are to commit themselves to brief congratulatory addresses. So much has been said and so much better than I could possibly say it in reference to this magnificent building, a monument to the progress of education in this State, that I feel that it will be unnecessary for me to trespass upon your generosity and good nature for more than a moment or two.

From the earliest history of New York, from the days of that great Governor, DeWitt Clinton, the Legislature and the various political units of the State have been most generous in their support and consideration of our public school system. This building which, as I understand, is to be devoted entirely to the cause of education, has long been a necessity because through education has come increasing demands upon every department of the State. We have long since learned to recognize the truth that without the training of our youth, government would be insecure and good citizenship impossible. Our nation is not one of stagnation but is and has always been progressive. Those demands which are necessitated by the times require both intelligence and skill to formulate and perfect. Wherever you find discontent and envy, there you will generally find a misunderstanding of conditions and belief that our neighbor is securing more than his share and that his success is due to chance and luck rather than to skill and intelligence. There results from this condition a desire for paternalism and a belief in false doctrines which can only be eradicated through the education of the people and by a proper appreciation of the fact that there is an equality of opportunity and that the door of success is open to everyone. The spark of unrest and discontent is easily turned into flame by the specious plea of the demagogue.

We are told that the world is growing worse and that the young man is environed by almost insurmountable barriers. We are prone to measure success by the dollar and to think that man judges from the standpoint that is materialistic rather than from the humanitarian one. I am not one of those who believe that these things are true. I believe the world is better and that today we follow more closely the precepts of the Golden Rule than ever before in our history. Whatever is wrong with our republic is due to our neglect to exercise those rights which we have never lost. It is because our patriotism may have become atrophied, or we have left the management of our affairs to the unscrupulous and the dishonest. We are facing today many problems, some of which are of foreign origin, that will require intelligent leadership to solve and knowledge upon our part to direct the careless and the indifferent along the pathway of wisdom and common sense. It will not do for us to sit supinely down and leave to others that which we should perform ourselves. Our school system is the bulwark of the nation and we should see to it that the lessons there inculcated are those which instil patriotism and bring respect for our institutions, that every young man and woman shall have an equal opportunity to acquire knowledge of that practical character which will make them useful in their community and leaders of public thought and influence in the State.

The Board of Regents is not a perfunctory body. From time to time new duties have been imposed upon its members and upon their wisdom and under their direction the future of our school system must depend. Nay, more than this, every profession must look to them for that approval which means success and which is the open sesame to the opportunities of the world. I regard as one of the most important acts of my administration the unification of the educational system of the State, and next in importance to that, the law which permits every young man and woman to have the benefit of higher education though their residence may be in the poorest school district of the State.

In the old quarters of the Capitol the work of the Regents was restricted and it seemed at times as though there should be a curtailment of efforts, but happily unification brought with it a distinguished educator, Doctor Draper, a man who knows both how and when to act, and I believe that through his instrumentality the situation was saved. I have had no official connection with this building either in the formulation of the plans or in its construction,

but in those things which led up to it, as has been stated by one of the previous speakers, in the unification, and in the selection of Doctor Draper, I may take a pardonable pride.

As a citizen, Mr Chancellor, of the State, interested in the progress of educational matters, I congratulate you upon the possession of this building. May it long stand as a monument to our progress. May it serve as a stimulus to the other departments of the government for better execution, for advancement, for all those things that will bring increased prosperity and happiness to the people. So long as it stands I am certain it will typify to every beholder that this great State of ours is indeed an empire among our nation of commonwealths.

CHANCELLOR REID: We have on the platform another Governor of the State who has a peculiar right to speak on an educational occasion, since he is closely related by blood to a great educator of the State of New York, and a great servant of the State and of the United States at home and abroad, the former president of Cornell.

For these reasons as well as for his own sake and his own record I have the pleasure in calling upon Ex-governor Horace White.

EX-GOVERNOR HORACE WHITE: There is a time for criticism and a time for congratulation, a time to examine losses and mistakes and a time to rejoice in gains and successes. It is fitting that we should indulge in congratulations and rejoicing here today. Let us briefly survey the development of education in our Commonwealth and mark some of the features which have signalized this progress.

It is a story of sacrifice and noble effort, with an ever enlarging vision of duty and an ever quickening response to the requirements of change and opportunity. Education in some of the American colonies had an exclusive character, and everywhere advanced instruction was the privilege of persons who seemed destined for civil, military or professional life, or who inherited wide estates, in which so much of the wealth of that time resided. There were colleges doing excellent work, as well as schools of a lower rank directed by men of learning and conscience. Everywhere education was pervaded by a vital religious spirit, and was intended as a support to religious no less than to political institutions. New York, so long a royal province, with a powerful landed aristocracy, was less attached to the idea of universal education than the New England colonies, whose institutions more generally rested on a democratic base, and whose connection with the power beyond the

sea was less intimate. In New York the idea of a truly public education advanced at a pace more slow but not less sure. It needed the breath of popular liberty to quicken it, and the aid of government to insure order and permanence to its achievements.

The first step in the organization of public education in New York State, the creation in 1784 of the Regents of the University, is one of the notable events of American educational history. It followed closely the acknowledgment of our political independence, was the act of constructive thinkers in an era irradiated by constructive genius, and it proclaimed the faith of the Americans of that day in the essential relation between popular intelligence and free institutions. If we trace the influence of this initial act on the rise of New York to her present unchallenged eminence in all that makes the greatness of states, we shall find that the system which provided for the growth of academic and collegiate education, under the fostering care of the Regents, contributed richly to her fame.

The functions which the State first assumed in relation to public instruction were of the nature of regulation and encouragement; but their adoption contained the promise of much more. It was the recognition of the duty of government to concern itself practically with the education of the citizen. When this obligation had been asserted, the next step was sure to follow. The State had said that all learning enhances the dignity of the man and worth of the citizen. It was soon to declare that the rudiments of mental training should be imparted to those who by nature or fortune are debarred from the benefits of the higher culture. A demand arose for a system of elementary schools, with an open door to every child. Men began to say: "Not only *may* the State educate, but it *must* educate." The growth of this system was uneven, and was sometimes interrupted, from the time when the Regents, in their annual report, recommended its establishment to the time when the Department of Public Instruction was in full operation, with attendance free. The system thus slowly uplifted and widened still wanted something for its completeness until attendance was declared by law to be compulsory. Then common school education, supported by State funds and local taxation, superintended by a great department, commanding in increasing proportion the service of trained teachers, rested on a foundation as broad as American citizenship.

Meanwhile, the older department, the University of the State of New York, was expanding equally. Its charters were sought by colleges and academies, while institutions chartered by the

Hon. Horace White

Legislature were glad to be affiliated with the University. A plan of examinations was introduced, which afforded a basis not only for distribution of public money but for graduation and entrance on higher studies; and examination was accompanied by rigid and intelligent inspection. At the same time the Regents work was assuming features and aspects less pedagogical. The old Geological Survey came under their supervision and developed into the present State Museum with its important investigations, scientific and economic. The State Library, also committed to their care, undertook numerous beneficent services which were hardly dreamed of in the earlier days of libraries; and throughout the State local libraries received a vigorous impulse from the sympathetic aid of the central institution. The tree that was planted by the fathers in 1784, side by side with the young tree of constitutional liberty, growing and spreading for more than one hundred years, had blossomed and fructified into manifold usefulness and beauty.

In consequence of the course which educational progress had taken, this State found itself equipped with two departments, one devoted mainly to secondary and higher, the other to elementary, education. They had developed under separate authority, in obedience to circumstances and popular demands, and not under the direction of one harmonizing principle; and, for this reason, their aims were not always in accord. Each had the advantage of able, energetic management; there were unoccupied domains toward which the ambition of each was directed; there was a common field which both in a measure occupied; and sometimes, it was said, they turned longing eyes on each other's territory. Their rivalry often outran the limits of a beneficial emulation; and the attention of the public and the Legislature was called more than once to departmental differences. The increasing sentiment in the State, favorable to their consolidation, gave birth to various plans of union. The problem of uniting two strong departments, with highly specialized divisions, was perhaps less difficult than that of conciliating the conflicting sentiments which upheld their claims. But a fortunate solution of both was found in the Unification Act of 1904 by which the results of one hundred twenty years of evolution were conserved and organized, and harmony was given to educational energies and aims.

American education has not only an administrative side but also a popular side, equally inviting to contemplate because it is touched by the lofty lights of heroism and devotion. Educational institutions

on this continent have sprung from the people's sense of the relation between civil and religious rights and an intelligent community. They have kept pace with our expanding conception of the worth of the individual. Men have established, or supported, schools and colleges because there was something precious in their sight and in the sight of God which only the enlightened mind could preserve. They have given to private institutions, have endowed church schools, have founded chairs of instruction, have authorized liberal legislative appropriations because they believed in the possibilities of man, believed that intelligence was bestowed on him for sublime ends. More and more clearly we perceive the duty of the State to education — as this magnificent structure in which we meet today gives evidence — but it has not ceased to be a private obligation and privilege. Our State has happily maintained both views of education. The institutions which are sustained by the State and those which spring from private benefactions flourish together in helpful rivalry; and I see no signs that the people of New York desire to let go of either one. Our schools proclaim the diversity, freedom and richness of social life in America. The two million children of school age, the great majority of whom I assume to be in attendance, are receiving instruction from public, private and parochial teachers; numerous high schools and academies continue the work of the grammar school grades; colleges and universities, representing denominational and personal conceptions of education, conduct the student into the higher spheres of knowledge; while various professional and technical schools afford the special preparation required by an age of intense professional and mechanical activity. And still the courses of teaching multiply. The sciences of agriculture and forestry, so vitally related to the prosperity and stability of State and Nation, are commanding consideration at the hands of educators and legislators. At the same time our attention is drawn to a new figure on the educational horizon, vocational training; and I hail this response to the needs of the hour. Its purpose is to furnish with some form of manual skill the multitude of young persons who do not intend to engage in professional or business occupations, and to diminish the number, alarmingly large, of those who are without adequate preparation for any kind of usefulness. The purpose underlying these responses to the requirements of the farm and the home is a recognition of duties of which the State is just becoming conscious.

It was inevitable that the State should one day erect a building,

massive in proportions, superb in adornment, complete in all features of mechanical and departmental equipment, and dedicate it to the administrative and supervisory work associated with public education. The building is here, a fitting home for one of the supreme interests which center at our capital, in its vastness, its solidity, its truly modern character, typifying the intellectual activities to which it ministers in a community of nine million freemen. Wherever the labor of the teacher goes on, from the majestic city at the foot of the Hudson to the smallest rural district, that labor will be stimulated, guided, illuminated by vital currents which will emanate from this great hall. As the work in these ten thousand districts and in other divisions of the educational field enlarges, the work with which it will be correlated here will likewise expand; and in the long vistas which the interior of this structure affords, we may catch an inspiring vision of what education in the State of New York will one day be.

This edifice is devoted exclusively to the governmental functions of public instruction and to the other activities comprised by modern state education, not because this department of government has nothing in common with sister departments, but because this extensive and highly organized business can be carried on best by itself, and because New York desires to give expression to her sense of the place of education among the interests which she cherishes. She is deeply conscious of the close relation which this interest holds to her own life and perpetuity. State and Nation have staked all that they hold most dear on that one thing, enlightened citizenship. In the last analysis the intelligence and character of the individual are the basis of institutions such as ours. If these are maintained, under the fierce strain already laid upon them, it will be because men shall be bred to self-denial, self-control, the practice of manly virtues, shall be taught the worth of the American system of government, and shall be familiar with the long struggle, antedating by centuries our own war of independence, by which the heritage of civil liberty has been transmitted. It will be because, in an age of material conquest, of unparalleled luxury, of intense competition for what we often call the prizes of life, Americans remember the truth, that more than all these is man himself. The public schools have a mission of tremendous import. The schools are often censured, justly sometimes, it may be. But are the other agencies of social conservation, the home, the press, the church, fulfilling their own part better?

In our own State, public school education has the advantage of

being impregnably intrenched in popular confidence. It is thoroughly and admirably organized. It is guided by one of the master educators of our day, the Commissioner of Education, sustained by this illustrious body, the Regents of the University. And from this hour the exercise of its central authority will enjoy all the aids and inspirations which this noble temple, dedicated to learning and to virtue, can bestow.

CHANCELLOR REID: Before closing the exercises this afternoon it is my grateful privilege to read brief letters from two former Governors of the State, also helpful to the cause of education in their time and place, who were unable to be present today. They have just been handed to me by the Commissioner of Education. The first is dated

Supreme Court of the United States
Washington, D. C., Oct. 14, 1912

MY DEAR COMMISSIONER DRAPER:

I deeply regret that I shall not be able to be present at the dedication of the Education Building. It would be a great privilege personally to join in the felicitations of the occasion which is so significant of the public appreciation of the educational interests of the State. The State has been peculiarly fortunate in the character of the men charged with the duty of supervision of its educational activities, and to the Board of Regents, and to you as Commissioner of Education, I send my heartiest congratulations upon this happy event which testifies eloquently to the efficiency of educational administration and holds forth a fine promise of further accomplishment in satisfying the needs of our people.

As you have well said, the New York system of administration is "the product of the very uniform thinking and the very consistent legislation of the State for more than a century." The new building is not only expressive of the expanding work of the Education Department but also may be regarded as a symbol of its highly centralized organization which, infused with the right spirit, furnishes a rare instrumentality for continued progress. I rejoice with you in the greater opportunity. I doubt not that it will be well used. And for the success of the constant efforts made by the Department, now aided by this notable equipment, to improve and extend educational advantages, you have my best wishes.

With high esteem, I am
Sincerely yours
CHARLES E. HUGHES

Rt. Rev. Thomas M. A. Burke

The other letter is dated

Freedom, New Hampshire
Oct. 1, 1912

DEAR DR DRAPER:

Tho' I can not make it convenient to attend the dedication in Albany the 17th, I hope I may be allowed to send my congratulations upon the completion of this great monument. No statement in its praise is likely to be extravagant and its full meaning will not be expressed in your celebration. That will come only with years and the development of the great purpose which has inspired it.

To you personally this must be a great moment. You have labored so long and faithfully that you are entitled now to hear the shout. I hope you will live until the building decays, and that that process will be of the usual duration.

I am, with great respect
Sincerely yours
FRANK S. BLACK

CHANCELLOR REID: There never was a moment when the Regents were more grateful, never a moment when the benediction could be more appropriately pronounced. I now ask the Rt. Rev. Thomas M. A. Burke, Roman Catholic bishop of Albany, to pronounce it.

RT. REV. THOMAS M. A. BURKE: In the name of the Father, and of the Son, and of the Holy Ghost. Amen.

O Almighty and Eternal God, Who art the Source and Fountain of all knowledge and science, we entreat Thee to impart Thy benediction upon all who have taken part in these magnificent exercises; upon all whose duty it will be to advance in this building the great work of education, and upon all who shall come to perfect their knowledge and science. In a word, we pray that the blessing of God the Father, God the Son, and God the Holy Ghost may descend upon us all and remain with us forever. Amen.

DELEGATES

DELEGATES

The institutions represented at the dedicatory exercises, together with their delegates, are given in the following list:

University of Oxford
H. Hensley Henson B.D. D.D., *Alumnus*

Edinburgh University
Alexander Smith B.Sc. Ph.D., *Alumnus*

University of St Anthony of Cuzco, Peru
J. A. Caparó Ph.D., *Alumnus*

University of Kristiania
Leonhard Stejneger, Fellow A.A.A.S., *Alumnus*

McGill University
F. D. Adams Ph.D. D.Sc. F.G.S. F.R.S., *Dean*

University of Toronto
Robert A. Falconer Litt.D. LL.D. D.A. C.M.G., *President*

Queen's University of Belfast
Foster Kennedy M.D., *Alumnus*

University of Manchester
Nicholas Murray Butler B.A. M.A. Ph.D. LL.D. Litt.D., *Alumnus*

Syrian Protestant College, Beirut
Franklin Moore M.A. M.D.

St Francis Xavier's College, Antigonish, Nova Scotia
Hugh P. MacPherson D.D., *President*

Province of Nova Scotia
A. H. MacKay B.A. B.Sc. LL.D. F.R.S.C., *Superintendent of Education*

United States Bureau of Education, Washington
P. P. Claxton B.A. M.A. Litt.D., *Commissioner of Education*

State of Pennsylvania
Nathan C. Schaeffer B.A. Ph.D. D.D. LL.D., *Superintendent of Schools*

State of Missouri
William P. Evans B.A., *State Superintendent of Education*

State of New Jersey
C. N. Kendall B.A. M.A. Litt.D., *Commissioner of Education*

State of Maine

PAYSON SMITH M.A. LL.D. L.H.D., *Superintendent of Public Instruction*

Harvard University

PAUL HENRY HANUS B.S. LL.D., *Professor of the History and Art of Teaching*

JOHN HIMES ARNOLD M.A., *Librarian*

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EDWARD H. BRADFORD M.D., *Dean, Medical College*

Yale University

HENRY P. WARREN B.A. L.H.D., *Alumnus*

JOHN CHRISTOPHER SCHWAB B.A. M.A. Ph.D. LL.D., *Librarian*

American Philosophical Society, Philadelphia

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WILLIAM STARR MYERS Ph.D., *Assistant Professor of History and Politics*

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SAMUEL W. LAMBERT M.D., *Dean of the Faculty of Medicine*

FREDERICK A. GOETZE D.Sc., *Dean of the Faculty of Applied Science*

JAMES E. RUSSELL Ph.D. LL.D., *Dean of Teachers College*

JAMES C. EGBERT Ph.D., *Director of the Summer Session and of Extension Teaching*

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AUSTIN W. LORD, *Director of the School of Architecture*

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The dedicatory procession passing down Washington avenue

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Eclectic Medical College of the City of New York
Samuel A. Hardy M.D., *Dean*
Peabody Museum of Natural History
Charles Schuchert M.A., *Curator*
Johns Hopkins University
William Starr Myers Ph.D., *Alumnus*
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St John's College, Brooklyn
John W. Moore, C.M., *President*
John H. Walsh M.A. LL.B., *Dean*
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Elizabeth Kemper Adams Ph.D., *Professor of Education*
Chicago Public Library
Henry E. Legler, *Librarian*
Haverhill Public Library, Haverhill, Mass.
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Very Rev. Fidelis J. Reynolds O.F.M., *President*
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GEORGE H. SWEET LL.B.

The John Crerar Library, Chicago, Ill.
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Carnegie Institute of Technology
ARTHUR A. HAMERSCHLAG D.Sc., *Director*
HENRY HORNBOSTEL Ph.B., *Dean*
Carnegie Foundation
HENRY S. PRITCHETT B A. Ph.D. LL.D., *President*

CONGRATULATORY MESSAGES

CONGRATULATORY MESSAGES

Many letters and messages of congratulation were received from educational institutions and organizations from all parts of the world. Among these were the following:

From Alabama

You and your associates will please accept my cordial congratulations on the completion of this magnificent building, and more especially on the great work which you are doing which of itself makes this building a necessity.

Sincerely yours

HENRY J. WILLINGHAM

State Superintendent of Education

From Arkansas

Permit me to congratulate your Department and the State of New York on the completion of the splendid edifice which is to be dedicated to the interest of education.

Very sincerely yours

GEO. B. COOK

State Superintendent of Public Instruction

From Illinois

Illinois sends greetings and congratulations. You have set an example for all the commonwealths of the Union.

F. G. BLAIR

Superintendent of Public Instruction

From Iowa

Allow me to extend to you congratulations on the magnificent quarters provided for the Department of Education, which is indicative of a great educational interest in your State.

Sincerely yours

A. M. DEYOE

Superintendent of Public Instruction

From Louisiana

I wish to offer my cordial congratulations to your State for this magnificent testimonial which you have erected to the cause of public education.

Yours very truly

T. H. HARRIS

State Superintendent of Education

From Massachusetts

I am sure that not only yourself and the Regents are to be congratulated on the occasion of the dedication of this splendid temple of learning, but that also the State of New York and the country have reason to be gratified that the public school service is enriched by the possession of such an administrative center as this new building will contain.

Sincerely yours

DAVID SNEDDEN
State Superintendent of Education

From Rhode Island

With hearty congratulations on the completion of the magnificent building that is to be your home, which I saw a year ago in its incomplete form, and with my hearty appreciation of the great educational work you are doing for New York and the country, I remain,

Very sincerely yours

WALTER E. RANGER
Commissioner of Public Schools

From South Carolina

Your achievement sets a new standard for the free public schools of America.

Cordially yours

J. E. SWEARINGEN
State Superintendent of Education

From Tennessee

I take this means of congratulating you on the completion of this great work.

Very truly yours

J. W. BRISTER
State Superintendent of Public Instruction

From Virginia

I beg to express my sincere congratulations to you and the Board of Regents and to the State of New York on the magnificent temple of education which is now nearing completion at your beautiful capital.

Very sincerely yours

J. D. EGGLESTON
Superintendent Public Instruction

From the Province of Manitoba

Please convey my great appreciation to your authorities for the invitation and my hope that their splendid building will in the years to come fill the place in the education of New York State that its designers and promoters had in view.

Your obedient servant

G. R. Coldwell
Minister of Education

From New Brunswick

Congratulating you upon this fruition of your great work, and with the best wishes for the future.

Yours faithfully

W. S. Carter
Superintendent of Education

From the University of Lund

The rector and senate of the University of Lund take this opportunity of offering their sincere congratulations on the opening of this new home for science and arts.

From The University of Leeds

May I ask you to convey to your colleagues our congratulations upon the event and our cordial wishes for the future of the Department's work.

Yours very truly

M. E. Sadler
Vice Chancellor

From The Grand-Ducal Hessian Ludwigs University

The Grand-Ducal Hessian Ludwigs University regrets that it is not in a position to send a delegate to the celebration, but it wishes at least to announce in writing its participation and begs the Education Department to accept these presents as the evidence of its most sincere congratulations.

The Rector, Prof. Dr. Ph. Walter König

From the University of Bern

On the occasion of the dedication of the new State Education Building we offer to you our warmest felicitations. With the consecration of this new seat of learning and of culture

may there be introduced a mighty uplift of knowledge in every field of human endeavor to the welfare of the State and to the well-being of all the people.

In the name of the Senate of the
University of Bern
THE RECTOR, PROF. D. KARL MARTI

From the Imperial Royal University of Vienna

I beg Your Honor to accept in this way my best wish for a blessed future for the new institution.

THE RECTOR OF THE IMPERIAL ROYAL UNIVERSITY

From the Imperial Alexander University of Finland

Imperial Alexander University of Finland sends her most cordial congratulations.

ANDERS DONNER
Principal

From the University of Berlin

The University of Berlin sends hearty good wishes for the dedication of the State Education Building.

From the University of Toulouse

In the name of the University of Toulouse, I have the honor to thank you for the invitation and to express our regrets not to be able to send a delegate to attend this ceremony.

Very respectfully
THE RECTOR
President of the Council of the University

From Francis Joseph University, Kolozsvar

Here in the vicinity of the East, where a terrible war is just to break out, it gives us relief to know that your State is rejoicing over a new achievement of the spirit of Education. In spite of the unfavorable signs of the present time, we hope that the prophecy of your great Emerson shall be fulfilled: "We shall one day learn to supersede politics by education."

I have much pleasure in expressing hearty greetings in the name of the council and professors of the Royal Francis Joseph University.

I am, dear Sir,

Yours very truly
RECTOR OF FRANCIS JOSEPH UNIVERSITY

Waiting for the dedicatory procession

From the University of Copenhagen, Konsistorium

The University of Copenhagen has felt much honored by receiving the invitation of the State of New York to attend the dedication of the State Education Building. We regret that it will not be possible for us to send a delegate on that occasion, and therefore we must content ourselves with sending our most cordial wishes for the future of the new seat of learning.

On behalf of the University of Copenhagen.

F. H. BUHL

Rector

From the Free University, Brussels

The "Free University" is exceedingly grateful to the State of New York for the invitation rendered to it to assist at the dedication of the State Education Building; the University expresses its heartfelt thanks and begs to be excused for not being able to be represented at this ceremony, the courses of study having commenced by that time.

Please accept the assurance of most distinguished consideration.

THE SECRETARY OF THE UNIVERSITY

From the University of Leiden

The Senate of the University of Leiden wishes to express its confident hope and expectation that the progress of science and learning will be furthered by the erection of this new building and by the interest in learning and devotion to scholarship, of which it is the visible expression.

G. YELGEREMA — *Secretary to the Senate*

T. Z. D. ERDMANS — *Director of the University*

From the University of Manitoba

The council of the University of Manitoba desires to express its appreciation of the honor done it in being allowed thus to participate through its representative in the dedication exercises of the new State Education Building, and to convey to the Education Department of the State of New York its congratulations on the completion of its splendid home for its administrative work.

Very truly yours

S. P. MATHESON

Archbishop of Rupert's Land and Chancellor of the University of Manitoba

W. J. SPENCE, *Registrar*

From Laval University, Quebec, Canada

The rector and the directors of the University Laval send their sincere wishes for the success and prosperity of the University of the State of New York.

A. E. Gosselin
Rector

From the University of Saskatchewan

We desire to convey to you our best wishes for a successful dedication and for a continuance of the great service which your Department has rendered to education, not only within the boundaries of your own State and your Union, but on the entire continent of North America.

Sincerely yours

D. Murray

From Ohio University

The authorities of Ohio University desire to express their appreciation of the courtesy that prompted the sending of an invitation to them, and desire to express the hope that educational interests of the great Empire State will be promoted by reason of the exercises connected with the dedication. The officers of the Ohio University also wish to send to the Commissioner of Education and the Regents of the University of the State of New York, institutional greetings and an expression of heartfelt best wishes.

Very truly yours

Alston Ellis
President

From the University of Kansas

The University of Kansas sends congratulations and best wishes.

Sincerely yours

Frank Strong
Chancellor

From the University of North Carolina

The University of North Carolina begs to offer its congratulations and best wishes.

From Meadville Theological School, Meadville, Pa.

I send you my best wishes and heartiest congratulations upon the pleasant coming event.

Sincerely yours

Walter C. Green
Librarian, Meadville Theological School

From University of South Dakota

Permit me to express our felicitations over so significant a thing in our educational development as the setting apart of a building to be devoted to education and its various interests. Trusting the exercises will make a marked impression upon the educational work of our sister state, I am

Yours very truly

FRANKLIN B. GAULT

President

From Canisius College

Extending our sincere congratulations on the completion of the splendid monument to educational endeavor in this great State, I am,

Very respectfully

AUGUSTINE A. MILLER S. J.

President

From Clark University

Permit me for Clark University and for myself to express the most cordial good wishes for the ceremonial itself and especially for a career of long usefulness for the State Education Building itself.

Very sincerely yours

G. STANLEY HALL

From University of Illinois, College of Agriculture

I certainly congratulate the State of New York, and yourself in particular, for this monument to the educational facilities of a great state.

Very truly yours

E. DAVENPORT

Dean and Director

From the University of New Mexico

The board of regents of the university desires me to extend to you and the Regents of the University of the State of New York, its cordial felicitations on this very interesting event. I join them in these good wishes to you in your great work.

Very truly yours

DAVID R. BOYD

From United States Indian School, Carlisle, Pa.

I take this opportunity of congratulating you upon the completion of what to me appears to be the most beautiful building of its kind I have ever seen. The prints and descriptions indicate that you have a most complete structure, and one that will greatly increase the value of the already splendid educational activities of New York State. You are certainly to be felicitated on this consummation of your efforts in behalf of better educational facilities for the State.

Very sincerely yours

M. FRIEDMAN

Superintendent

From the University of the South, Sewanee, Tennessee

The University of the South wishes to express to you their good will and greetings, and through you to the Regents of the University of the State of New York, upon the completion and dedication of a building of such importance.

Faithfully yours

WILLIAM B. HALL

Vice Chancellor

From the University of Michigan

The department of medicine and surgery of the University of Michigan extends to the Honorable Regents of the University of the State of New York hearty congratulations on the completion of the State Education Building, and regrets exceedingly that it will not be able to send a delegate to the dedication exercises.

Respectfully

V. C. VAUGHAN

Dean

From Ohio State University

I am sure we all join in most hearty congratulations to you personally and to the State of New York upon the completion of this splendid structure which for the future shall stand for the cause of education in the great Commonwealth. Wishing you many years of happy administration in the new building and assuring you of personal regards, I remain,

Very truly yours

W. O. THOMPSON

From Northwestern University Law School

I beg to extend our congratulations upon this splendid addition to your equipment, and I wish that our own state could emulate you.

Yours very truly

JOHN H. WIGMORE

From Columbia University, College of Pharmacy

I had an opportunity to look over the building a few days ago and can say that it is indeed a wonderfully beautiful structure.

Very truly yours

GEORGE C. DIEKMAN

From the New York Homeopathic Medical College and Flower Hospital

The Education Department of the State of New York has led the way toward the goal of the proper standards in medical education. Practically every other state in the Union looks to this Department for the most desirable system of medical education and licensure. It has been the pleasure of the medical colleges of the Empire State to be governed by the advancing requirements of the Department. I am directed, by the trustees and faculty of the New York Homeopathic College and Flower Hospital, to extend congratulations and felicitations to the Department and to wish for the Board of Regents, the Commissioner of Education, the First Assistant Commissioner of Education, and all others in authority, increased strength, influence and usefulness as they are now housed in this beautiful edifice, a fitting monument to the appreciative interest of our citizens in the cause of education.

ROYAL S. COPELAND

Dean

From Indiana University School of Law

I can see that education in New York will receive an uplift by the fact that the Department of Education is to have a home of its own, dedicated to that particular work. It has a tendency, I think, to give your Board and its work an individuality and a dignity that such Boards do not attain to in most of the states.

Very truly yours

ENOCH G. HOGATE

Dean, Indiana University School of Law

From Northwestern University

Northwestern University sends congratulations and best wishes.

From Iowa State Library

The program is certainly very attractive. I am glad my native State still takes the lead in everything tending to advance the cause of education. With congratulations,

Yours very truly

JOHNSON BRIGHAM
State Librarian

From The Newberry Library, Chicago

I beg to extend our heartiest congratulations on the successful completion of your beautiful building and I trust that all the exercises in connection with its formal dedication may prove to be as successful and as inspiring as I know it is your hope that they shall be.

I am, dear sir, with respect and esteem,

Faithfully yours

W. N. C. CARLETON
Librarian

From the University of Toronto Library

Permit me to send the cordial greetings of the University of Toronto Library for this occasion.

Yours very sincerely

G. H. NEEDLER
Acting Librarian

From Kansas City Public Library

The great work of your Department is recognized in the educational world, and its progress with the facilities offered by the new building will be watched with great interest.

Sincerely

PURD B. WRIGHT
Librarian

From Free Public Library, Worcester, Mass.

I beg to transmit herewith my congratulations on this occasion for double felicitation upon the completion of your magnificent educational building and also upon the quarter-centennial of the State Library School. As a graduate of the latter

institution I have always been glad to offer testimonial as to its efficiency and the very large need which it so amply fills in the library world.

Yours respectfully

ROBERT K. SHAW

Librarian

From the Carnegie Institute

On behalf of the president and board of trustees of the Carnegie Institute, I beg you to accept our sincere felicitations on the dedication of the new State Education Building which has just been erected by your great Commonwealth.

We venture to express the hope that this new building will furnish facilities for the material increase and spread of knowledge among the people.

From the Field Museum of Natural History

I have much pleasure in extending to the Education Department and to the Regents of the University of New York the sincere congratulations of the board of trustees of Field Museum and the members of its scientific staff, upon the task which you are now bringing to completion.

Very truly yours

F. W. SKIFF

Director

From Bernice Pauahi Bishop Museum, Honolulu, H. I.

It is needless to say that the objects of your Department have our most hearty sympathy and that it is only the great distance separating us which prevents our Museum's representation at this function, an event signifying, as it were, a milestone in the wonderful progress made in education in the State of New York.

Very truly yours

JOHN F. G. STOKES

Acting Director

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